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# The development of parallel school programs in Paterson, New Jersey (December 1977 to January 1979) : a case study of urban education reform.

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THE DEVELOPMENT OF PARALLEL SCHOOL PROGRAMS IN  
PATERSON, NEW JERSEY (DECEMBER 1977 TO JANUARY 1979):  
A CASE STUDY OF URBAN EDUCATION REFORM

A Dissertation Presented

By

WILLIAM BRETT PARENT

Submitted to the Graduate School of the  
University of Massachusetts in partial fulfillment  
of the requirements for the degree of

DOCTOR OF EDUCATION

September 1981

Education

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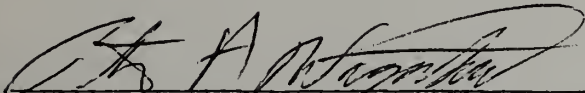
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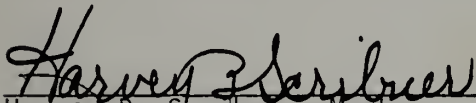
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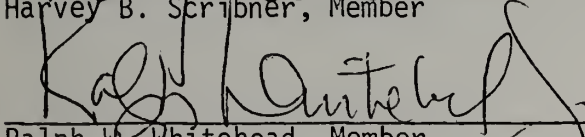
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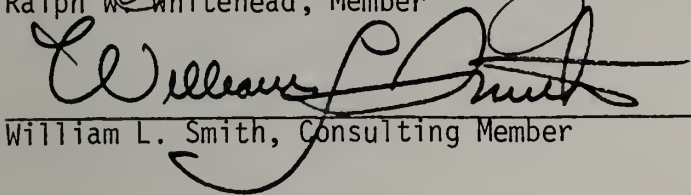
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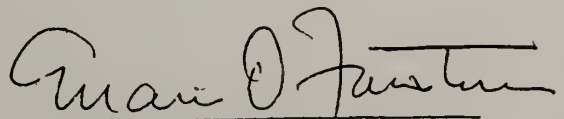
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Ralph W. Whitehead, Member



William L. Smith, Consulting Member



Mario D. Fantini, Dean  
School of Education

## DEDICATION

To my parents,  
for their love, and for teaching me about independence  
and persistence, and the worth of a quality education--  
whatever the cost.

## ACKNOWLEDGEMENTS

Neither the Paterson Parallel School Program nor this dissertation would have been possible without the support, work and faith of certain very fine people:

- For Dwight W. Allen there are not words, unless you are Cervantes, to describe the dedication, vision, and selflessness he brought to this project and to this student from the beginning to the end.
- Peter Wagschal, Harvey Scribner, Ralph Whitehead and Bill Smith gave wisdom, patience and good humor--the trademarks of great teachers.
- The ICAT Team (Lester Rutland, Lynn Williams, Irene Mungo-Reynolds, Pat Bentley, Steve Cohen, Gary Cooper, Pete Healy, Mirva Rivera, Yolanda Roman, Joan Welch): These people did the work--everything from starting the project with the teachers to assembling the massive assessment results included as the appendix to this study.
- Frank Napier, Jr.: I met a lot of people in four years who worked in school systems and Frank Napier stands alone for courage and sincerity among urban school administrators.
- And all "the old friends I made along the way" . . . Justin, Merriel, Lt. Duffy, Spencer, Nancy K., Kevin, Al, Lynn and Lester, Bertha; Carol, Patti, and Beth . . . "The gifts they've given grow stronger everyday."

## ABSTRACT

The Development of Parallel School Programs in  
Paterson, New Jersey (December 1977 to January 1979):  
A Case Study of Urban Education Reform

(September 1981)

William Brett Parent, B.A., University of Massachusetts  
Ed.D., University of Massachusetts

Directed by: Professor Peter H. Wagschal

This dissertation is a participant-observer case study of the political process surrounding the development of alternative school programs (Parallel Programs) in Paterson, New Jersey, from December 1977 through January 1979. Particular emphasis is given to the political role of the change agents in establishing power and credibility in an urban school system. In addition, the dissertation focuses on the educational foundations of the Parallel Programs; developing alternative, traditional, open classrooms; and individualized teaching methods in eight Paterson schools.

The initial chapters examine urban educational change from a political perspective. There is a section on the role of the change agents coming into Paterson and an analytical review of literature that provides a background for the structural and educational changes sought by the change agents.

The major body of the dissertation is concerned with the events, issues and political dynamics of developing a large, alternative school program. These issues can be summarized as follows:

- The initial political motivation for change;
- The establishment of "high visibility" for the change effort;
- The establishment of an "Internal Change Agent Team" consisting of Paterson teachers and administrators to implement change;
- The period of program development for Parallel Programs.

The final analytical chapter is an account of the development and findings of an assessment of the Parallel Programs in their first year. This chapter is intended to show the success of the programs as perceived by teachers.

The last chapter is a personal analysis of the strategies employed and lessons learned in the process. Particularly, the author discusses the boundaries of centralized change and the importance of local control in a change process. Finally, the author examines the future impact of Parallel Programs in Paterson.

The major conclusions of this dissertation are:

1. That the major impetus for change had to come from within the Paterson School System in general, and for particular programs, from among the decision makers and teachers in a given school;
2. That politics, the process of controlling and managing fiscal and programmatic power, was the most significant factor affecting change in Paterson schools during the time described;
3. That the change agents, at least according to teacher perceptions, accomplished major structural and instrumental changes in a short period of time; but

4. That unbridled, centralized intervention for school reform may have been self-destructive, even though there may have been lasting benefits from initial efforts.

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PART I:  
PRELIMINARY CHAPTERS

## CHAPTER I

### INTRODUCTION

#### The Purpose of the Study

There are two general purposes to this case study of the Parallel Programs in Paterson, New Jersey. The first is to examine the politics surrounding educational reform in an urban setting as it applies to alternative school program development in Paterson. The second is to examine the preliminary educational validity of the program's design: to redefine teacher classroom behavior according to various "teaching styles."

It is hoped that the experiences described in this study will be useful to other educators who are seeking change in urban school systems. The focus on the political dynamics of change is, the author believes, necessary to anyone interested in developing similar programs.

This dissertation is concerned in large part with the unfinished agendas of the period of reform and radical change associated with the sixties. In a time when the major reform efforts concentrate on minimum basic skills and classroom management, the change effort in Paterson was mainly concerned with power. The projects were instituted, and the dissertation was written, with the bias that through political action--the transfer of power to previously disenfranchised groups--education can become more effective and relevant. To this end, the Parallel Programs in Paterson were successful. They operated primarily under the

power of teachers and they were directed primarily by a small team of teachers who came directly from the classroom to undertake this project.

### Origin of the Study: A Personal Statement

I came to Paterson in November 1977 to study a poor city, with a large minority population and a high unemployment rate. I wanted to examine the future of the city through its school system. I thought a new light, a more hope-filled light, was cast on the city through the appointment of Frank Napier, Jr., the first black school superintendent in the history of the city. Napier had vowed to the press that he would "turn the district upside-down" by removing politically appointed principals and redistributing resources to reverse the trends that had caused Paterson students to have some of the lowest academic performance levels in the state of New Jersey. Originally, I wanted to document Napier's effect on the school system and the city as an ethnographic study.

However, it just did not happen that way.

Instead, I became, through Dwight W. Allen, my academic advisor and consultant to the Paterson Board of Education, an administrator with the responsibility of initiating change through the design and development of alternative school programs. I became a part of the Paterson school system and found myself unable to write about the system from any objective distance. Thus, this dissertation is an account of my feelings and perceptions about a project which I was instrumental in directing. Nevertheless, I have attempted to maintain some of the ethnographic perspective in the analysis and descriptions. Toward this

end, the dissertation is written in the third person and other participants have reviewed the narrative for inaccuracies and gross omissions.

During the period under review, December 1977 through February 1978, a wide range of change strategies were simultaneously organized in Paterson. Dwight Allen, myself, and anyone willing to help, in cooperation with, and under the supervision of, Frank Napier, Jr., the Superintendent of Schools, planned and/or coordinated: a total decentralization and rebudgeting of the school district (which failed to pass while we were there but was adopted, in part, later); transferral of over 75 percent of the principals and vice-principals; the institution of a mandated curriculum reform plan, the Paterson Schools Survey, and the institution of the Parallel Programs. In the year that followed, one of the plans developed fully--the Parallel Programs. And in January of 1979, over 70 percent of the 88 teachers working in 23 programs located in 8 of the city's 33 schools reported in an assessment survey that for them, Parallel Programs were "an effective strategy of reform" in the Paterson schools.

Close to two years later, after having written and rewritten (and finally almost abandoned) a case study of the entire reform effort, I received a telephone call from one of the program staff who said the Board of Education voted that night to continue and expand the Parallel Programs in Paterson. Contrary to what I had come to believe, the programs had achieved some success. For that reason, I decided the most useful study would be to take the result we left town with--that 70 percent of the teachers agreed that the programs were effective--and



follow that finding, like a fishing line caught in a propellor, through the goals, process and the events to the political and educational motivations and the conditions of Paterson, New Jersey, in December 1977, and simply document how and why that result is now a part of Paterson school history.

### Methodology

This dissertation is not conventional; it is eyewitness history written by a major participant. It is comparable to a study of the radical development of the University of Massachusetts School of Education in the late sixties by Lyman Brainerd. Brainerd recognized the problem of subjectivity in such historical analysis:

Since it is a practical impossibility to recount all events from all viewpoints, a historian necessarily focuses on those events which relate (either pro or con) to his interpretation of those events.<sup>1</sup>

The reader must recognize that events were chosen that the author found most relevant and that support a strong case as to why particular strategies were important.

As appropriate, the dissertation was written in styles that can be described as journalistic, ethnographic and analytical. There is also style derivative of "new journalism," that is, as Kurt Vonnegut once described as "loose and personal." It is hoped that people in

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<sup>1</sup>Lyman Bushnell Brainerd, Jr., "Radical Change in a School of Education, September 1967 - November 1969: A Study of Leader-Dominated Change in a University Subcomponent" (Ed.D. dissertation, University of Massachusetts, 1973), p. 11.

Paterson have the opportunity to read the analysis, and I have written largely with them in mind.

### Sources Used

In addition to the literature, a number of other sources were used to reconstruct the events which led to the parallel programs. The documentation of the programs by the participants was, at all times, very good. In addition, when I left Paterson, I brought copies of letters, minutes of meetings, a journal, and rough drafts of all the data collected before analysis.

Taped interviews were conducted during the month of April 1979 with Dwight W. Allen, Frank Napier, members of the change agent team recruited from within the system, and a select number of teachers in the program.

### Format of the Study

This dissertation is presented in four major sections. The first section consists of the chapters which outline (1) the purpose and style of the study, and (2) an analytical review of the literature and the philosophical bias behind educational reform in Paterson during the time described. Although this chapter was written two years later, in retrospect, most of the literature was gathered either before or directly after the reform effort. The last chapter of this section describes the style and methods of the parties seeking change in the Paterson school system.

The second section consists of two chapters detailing the chronology of change relating to parallel programs. The fourth chapter describes the development of the Paterson School Survey and the conclusions of the survey which the consultants used as part of the change strategy. The fifth chapter documents the steps in establishing the foundations for the programs themselves.

The third section consists of two concluding chapters. Chapter VI is a summary profile of the programs, and Chapter VII is an analysis of the results of the assessment of the programs administered after the first seven months of operation. Chapter VIII is a "free-wheeling" analysis of the change process and the lessons learned by the author.

It would be helpful if the reader viewed the dissertation as (1) an overview of the social and historic context of the change process enacted in the Paterson school system in 1978, (2) a description of the steps in the change effort, and (3) an analysis of what parts of the change efforts succeeded or failed after five months of implementation.

#### Limitations of the Study

As stated previously, one of the major limitations of this study is the bias and proximity of the author to the process. A second major limitation is the short period of time described and the near impossibility of drawing any large conclusions from an assessment which was designed by the author, the consultant to the Board, and the members of the team who desired to demonstrate the success of the program.

### Chronology

This section will provide the reader with both a chronology of events in the establishment of the parallel programs and a sense of the author's direct involvement at different points in the case study.

<u>TIME</u>	<u>EVENT</u>	<u>AUTHOR'S INVOLVEMENT</u>
December 1978	Dwight W. Allen hired by Paterson Board of Education to "design and develop" plans and programs of improvement--to work with the Superintendent	Assistant to Dwight Allen, advocated the Paterson assignment
January 1978 - March 1978	Paterson School Survey	Co-Author, Responsible for compilation of data and analysis
	Search and Act: An Overall Curriculum Proposal	Co-Author
March 1978	Internal Change Agent Team hired to assist in program development	ICAT Coordinator
	Parallel Programs defined and developed	
June 1978	Parallel Program Inservice Sessions	ICAT Coordinator
September 1978	Program Operation	Advisor to ICAT and Superintendent (Appointed Paterson Teacher Corps Director)
December 1978 - March 1979	Program Assessment	Assisted in writing and editing. Authored assessment analysis for distribution.

### Definition of Terms

There are four terms which need to be defined for the purposes of this study:

Change: In this study, the altering of individual and institutional behaviors toward more effective instruction and more egalitarian governance of schools.

Change Agent: One who is brought into a system to enact changes desired by decision makers or users of the system. In this study, the term "change agents" commonly refers to the author and the consultant to the Board of Education. Later in the study, the Superintendent recruited teachers and administrators to comprise what he coined as the Internal Change Agent Team (ICAT).

Parallel Programs: Teacher designed school-within-a-school programs aimed at matching teaching and learning styles and committed to a set of instructional guidelines written by the consultant to the Board and the author.

Politics: In terms of schools, the power of people involved in the process of deciding policy, resource distribution and priorities.



## CHAPTER II

### A REVIEW OF THE LITERATURE

#### A Statement of the Problem: The Politics of Urban School Reform

. . . There is almost never conveyed the sense in which learning is truly practical, to enlighten experience, give courage to initiate change, reform the state, deepen personal and social peace.<sup>1</sup>

-- Paul Goodman

The urban public school student, particularly a minority student, is more likely to drop out of school before reaching the twelfth grade than his or her suburban or private school peers. The urban student is more likely to fall below the average national mean in academic achievement. The urban youth is also more likely to work a lower paying job, commit a violent crime, and develop an addiction to drugs or alcohol. The urban public school student is less likely to achieve and rise in political, business and/or service occupations.

Although there has been debate on the degree of blame that can be placed on the urban school systems versus the social and economic conditions of the city, there is general agreement that inner city schools have not been adequate institutions for educating the poor, the black and hispanic child for eventual full participation in a democratic society or for the upward social and economic mobility that has

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<sup>1</sup>Paul Goodman, "The Universal Trap," in Radical Ideas and the Schools, eds. Jack L. Nelson and Thomas E. Linton (New York: Holt, Rinehart and Winston, 1972), p. 389.

characterized the American ethic. In large measure, the reasons for this failure derive from the organization of the economic system and the pervasiveness of institutional racism in the United States.

The problems of urban schools have long been the subject of cycles of criticism, analysis and innovation. In the 1840's, Horace Mann, recognizing a lower working class that had come to the cities of Boston, Lowell, and Lawrence, Massachusetts, to work in the textile factories, believed the only solution to a growing inequality rested in the education systems of the city.

Nothing but universal education can counter work this tendency to the domination of capital and the servility of labor. If one class possesses all of the wealth and education, while the residual of society is ignorant and poor . . . the latter fact and in truth will be the servile dependents and subjects of the former.<sup>2</sup>

It is likely that Mann's goal of equality was more political than economic. The American system of universal education had grown from Thomas Jefferson's belief that an educated citizenry was the best guarantee of a democratic republic and, as James B. Conant wrote, was central to the development of the country itself.

For the American of the nineteenth century, equality became, above all, equality of opportunity--an equal start in a competitive struggle. This aspect of equality acted like a magnet on the inhabitants of other lands and attracted those immigrants whose settling on this continent so enriched our culture and invigorated our stock. And this wave of immigration placed on our tax supported schools many educational tasks of a special nature. This fact is recognized by European educators who have studied our educational history,

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<sup>2</sup>Horace Mann, as quoted by Samuel Bowles and Herbert Gintis, Schooling in Capitalist America (New York: Basic Books, 1976), p. 24.



and more than one of them has spoken to me of the successes of our public schools in bringing together children of so many diverse peoples.<sup>3</sup>

This proud ethic, with its roots in Jeffersonian democracy and liberalism, gave an allegiance to an equality of participation in the social process which also, after the turn of the twentieth century inspired the progressive education movement led by John Dewey:

The devotion of democracy to education is a familiar fact. The superficial explanation is that government resting upon popular suffrage cannot be successful unless those who elect and who obey their government are educated. Since a democratic society repudiates the principal of external authority, it must find a substitute in voluntary disposition and interest; these can be created only by education.<sup>4</sup>

Dewey and the progressives believed education systems should act as levers for a more egalitarian society. As "education (is) life itself, and not preparation for life," the progressives hoped to create a more humane society in the face of an increasingly industrial and alienated culture through the learning process.<sup>5</sup> Dewey saw the schools as having three roles. The first was integrative, or integrating a child into an occupational, political and responsible community life. The second purpose, Dewey wrote, was to offer "the opportunity to escape from the limitations of the social group in which he was born, and to

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<sup>3</sup>James B. Conant, The American High School Today (New York: McGraw-Hill, 1959), p. 5.

<sup>4</sup>John Dewey, Democracy and Education (New York: The Macmillan Company, 1916), p. 38.

<sup>5</sup>Lawrence Cremin, The Transformation of the School (New York: Alfred Knopf, 1961).

come in contact with those of a broader environment."<sup>6</sup> The third purpose of having an education system, he said, was to enhance the personal, inner development of a child.

Although it has been said that the progressive movement in education never succeeded because it was never tried, a number of so-called "progressive" notions crept into the training of teachers and caused, indirectly, change in the ways students since have been taught and disciplined.

The resurgence of the progressive movement in the sixties, inspired by the writings of Charles Silberman, John Holt, Jonathan Kozol, Herb Kohl and Paul Goodman, et al., produced an active period of innovation and change toward alternative schools, community participation, individualized and open instruction and humanistic education. The major parts of such efforts were often aimed at inner city schools in recognition of the dire need to change those systems first.

Still it seemed the urban schools, which had the greatest challenge to transmit the language, refinement and skills necessary for upward mobility, always lagged behind. Until recently, this shortfall may have been largely due to language differences, social barriers and, at least in part, to the prejudices of the majority population. (It should be recognized that eventually large numbers of Jews, Irish, Italians and other immigrants were able to transcend those barriers in time as the country developed and was better able to absorb new labor

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<sup>6</sup>John Dewey, Democracy and Education, p. 20.

and management.) A more contemporary view, however, shows that the relationships between political and economic equalities have become closer associated and, in our time, those at the lower end of the society may have less access to the opportunities afforded to preceding generations. The meaning of "opportunity" has changed.

As Goodman wrote in 1966:

The 94% who in 1900 did not finish high school had other life opportunities including making a lot of money and rising in politics. But again, by and large, this is not our present situation. There is plenty of social mobility, opportunity to rise--except precisely for the ethnic minorities who are our main concern as drop-outs--but the statuses and channels are increasingly stratified, rigidified, cut and dried. Most enterprise is parcelled out by feudal corporations, or by the state; and these determine the requirements. Ambition with average talent meets these rules and fails; those without relevant talent or with unfortunate backgrounds, cannot even survive in decent poverty. The requirements of survival are importantly academic, attainable only in schools and universities, but such schooling is ceasing to have an initiating or moral meaning.<sup>7</sup>

For the majority of the population then, across all classes, the barriers are becoming thicker; the possibility of crossing them more remote. The question is how a system which strives toward being a meritocracy can more easily provide the skills and merits across all classes and create more intellectual equality throughout society.

Further, the issue becomes more complex as there has been general recognition from the country's most respected intellectuals that urban schools have been in need of drastic reform, and this recognition has also been, to varying degrees at different times, accepted by

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<sup>7</sup>Paul Goodman, "The Universal Trap," Radical Ideas and the Schools, p. 386.

teachers, parents and educational policy makers. Yet, there has been little change in the methods, requirements, curriculum and structure of most schools in the past fifty years.

A part of this trend of stagnation, and one which speaks poorly for an optimistic future, rests in the foundations of supply and demand in a capitalist economy. In Schooling in Capitalist America, Samuel Bowles and Herbert Gintis propose that the economic structure of the country, controlled by the needs of the large industrial corporations, has dictated the purpose of American education to meet its own labor demands. Similarly, the success of real reform movements in education, like the success of social reform movements, has been limited because the industrial complex which sets the rules is the only entity capable of providing food and shelter to a majority of men, women and their children, especially in urban areas. They draw a parallel from the single dominant corporation in a city like Lowell, Massachusetts, that allowed an increase in the level of schooling at the middle of the 1800's in order not to employ "dunces," while it also provided a safe diversion for young, surplus labor, to the modern corporate structure which only requires a limited number of managers and dares not over-educate its manual laborers.

Bowles and Gintis write:

. . . The education system does not add or subtract from the overall degree of inequality and repressive personal development. Rather, it is best understood as an institution which serves to perpetuate the social relationships of economic life through which these patterns are set by facilitating a smooth integration of youth into the labor force. This role takes a variety of forms. Schools legitimate inequality



through the ostensibly meritocratic manner by which they award and promote students, and allocate them to distinct positions in the occupational hierarchy. They create and reinforce patterns of social class, racial and sexual differences among students which allow them to relate properly to their eventual standing in the hierarchy and status in the production process. Schools foster types of personal development compatible with the relationships of dominance and subordination in the economic sphere, and finally, schools create surpluses of skilled labor sufficiently extensive to render effective the prime weapon of the employer in disciplining labor--the power to hire and fire.<sup>8</sup>

In their analysis, Bowles and Gintis believe that the progressive movement of the 1920's and 1930's and the "greening" of American schools in the 1960's and 1970's were "diffuse reactions to the reduced status and personal control of white-collar labor and its expression in repressive schooling."<sup>9</sup>

Also central to the subject of this thesis, much of the analysis in Schooling in Capitalist America is aimed at the inability of the system to allow the lower and (more likely) urban classes to transcend the economic and political boundaries mentioned earlier in this chapter.

Another factor in the shortfall from the ideal of universal education in the inner city is, quite simply, racism. A large portion of the population of the American inner city, predominantly in the east, is black or hispanic, descendent from slavery or recent immigration from Puerto Rico, Cuba or Latin America. Blacks and hispanics now occupy the ghettos, a Yiddish word originally applied to the impoverished Jewish

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<sup>8</sup>Bowles and Gintis, Schooling in Capitalist America, p. 11.

<sup>9</sup>Ibid., p. 13.

neighborhoods at the turn of the century. These neighborhoods are characterized by poverty, deteriorating housing, high unemployment and crime rates and, in the schools, low academic achievement.

For the purposes of educational analysis, it is hard to measure the extent to which the covert forces of institutional racism (defined as ". . . acts by the total white community against the black community . . . (that) . . . originate in the operation of established and respected forces in the society"<sup>10</sup>) acts to prevent the integrative and developmental function of the schools in the inner city. Nonetheless, if, as Louis Knowles and Kenneth Prewitt state in their book Institutional Racism in America, one considers the "consequences of the institutions," it is easy to see that the school systems are one of the "established and respected forces of society" that are institutionally racist.<sup>11</sup>

Since 1954, when Kenneth Clark, testifying before the Supreme Court, showed that black children, given the choice between a black doll and a white doll, chose the white doll, there has been awareness that someplace deep and hidden in the collective American psyche, among both whites and blacks, there is a belief in the inferiority of non-white peoples which is reinforced by the white power structure.

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<sup>10</sup>Stokely Carmichael and Charles Hamilton, Black Power: The Politics of Liberation in America (New York: Vintage Books, 1967), p. 1.

<sup>11</sup>Louis L. Knowles and Kenneth Prewitt, Institutional Racism in America (Englewood Cliffs, New Jersey: Prentice Hall, 1969), p. 4.

In 1966, twelve years after the Brown V. Board of Education decision declaring "separate and equal" schools unconstitutional, the Kerner Commission reported:

. . . For the many minorities and particularly for the children of the racial ghetto (emphasis added), the schools have failed to provide the educational experience which could help overcome the effects of discrimination and deprivation.<sup>12</sup>

Examining only the integrative aspects of education as measured by success in the job market, it is clear that this finding of the Kerner Commission was accurate, but by not placing more of the responsibility on the private sector, inadequate. Jobs are, for most minority parents, the surest measure of educational success. Much of the discussion on Inequality (Jencks, 1971) has centered on the extent of schooling's contribution to social mobility through employment opportunity. It was the popular belief of the sixties reform period that better quality and equality (through integration mainly) was the best strategy for eliminating poverty and bettering the "quality of life" of the urban non-white population. Research has shown quite clearly, however, that, given the present state of education, years of schooling and levels of employment are not as proportional as formerly believed.

According to Bennett Harrison:

In models controlling for race, age, family size, relationship to household head, presence or absence of spouse, and sex, we estimated a marginal return to high school completion of only 17 cents above the expected hourly wage of a dropout in Harlem.

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<sup>12</sup>Kerner Commission, Report of the Kerner Commission on Civil Disorders (New York: Bantam Books, 1968), p. 425.



Moreover, when we stratified both the unemployment and labor force participation rates by age, sex and years of school completed, the resulting tables displayed a surprising absence of the expected direct inverse relationship between education and labor force participation. In fact, many of the cells showed precisely the opposite effects. From this, we hazarded an (almost tentative) explanation. . . . Perhaps education increases the expectations and standards of ghetto employers which, when unmet by discriminating or otherwise exploitive employers, leads to frustration. This, in turn, may reduce the job attachment of the worker.<sup>13</sup>

Further, Harrison found:

For whites, the risk of unemployment falls with the years of schooling completed. Over the interval nine to twelve years inclusive, the expectation of joblessness falls by 3.5 percent. The average pay-off per year of school completed over the entire range tested (0-18 years) is a .6 reduction. . . . For non-whites, on the other hand, the average effect of education on unemployment, as well as the effect over the nine to twelve interval is zero: A white college graduate can expect to be involuntarily out of work nearly three weeks less per year than a white high school dropout who lives in urban ghettos of the sample. But the non-white college graduate faces exactly the same risks of unemployment as the high school dropout (emphasis added).<sup>14</sup>

In conclusion, given Harrison's finding, it is important that plans for urban school reform are made with awareness of a generic problem: that a number of covert social forces, characteristic of the economic system and racist by nature, ultimately work against integrative and developmental progress achieved in the urban classroom; a large number of minority high school and college graduates find, upon graduation, that they are neither wanted nor needed in the workforce.

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<sup>13</sup>Bennett Harrison, "Education and Underemployment in the Urban Ghetto," in Problems in Political Economy: An Urban Perspective, ed. David M. Gordon (Lexington, Massachusetts: D.C. Heath, 1971), p. 184.

<sup>14</sup>Ibid., p. 185.

These economic and racial barriers have not gone unnoticed among those who live in the ghetto and send their children to urban schools. Perhaps the largest challenge to school reformers, and the one most dramatically depicted by the school critics, has been the psychological burden caused by an intrinsic belief in inferiority that is shared and realized among ghetto students. The work of Robert Coles, Kenneth Clark, Jonathan Kozol and Thomas Cottle, among others, shows a present generation that has lost hope, has a lack of self-esteem and low aspirations for itself.

The following sections will focus more directly on the specific nature of the social, economic and educational conditions in Paterson, New Jersey, during the time under study; the strategies for school reform that were present and the perspective of the outside agents commencing the change strategy for the school system. It is important, however, that the reader is aware throughout the study of the major social problems and barriers which caused the discontent that makes such continuous radical tampering with the curriculum, staffing and governance of the urban school necessary.



consequence, Paterson has received much help through the last decade from the federal and state government to bolster its business, social services and school programs. Nevertheless, the situation, as in most urban areas, continued to deteriorate; unemployment and crime continued to rise; the white middle-class continued to seek housing at the edges of the city and in the surrounding townships; and more displaced black and hispanic families continued to crowd into the already packed 8.3 square miles that make up the city's area.

Historical conditions. Since much of this study is concerned with the role of political and economic power as it relates to the operation of the public school system in Paterson, it is necessary to understand the history of the city and the heritage of centralized control which still influences the city's institutions and political process.

Paterson was founded by Alexander Hamilton and was intentionally designed by him to become America's first industrial capital. Paterson dates its founding back to 1781, but, significantly, it was not incorporated as a self-governing municipality. Instead, the New Jersey state legislature incorporated the Society for Establishing Useful Manufacturers (SUM), which was organized by Hamilton to build, operate and control the city. In fact, Paterson was not incorporated as a township until 1931; SUM bosses assumed control over the town government, and there was never established a responsive, democratic, civic structure.

Christopher Norwood, in Paterson: The Unmaking of an American City, wrote:



Paterson was not designed as a city; it was designed as a corporation. While a city's prosperity contributes to its success, wealth is hardly enough as Paterson's history clearly shows. In the almost two hundred years of its existence, Paterson has been substantially destroyed three times. . . . From the beginning, the city failed to offer those other resources--responsive government, public facilities, a sense of community--which were essential to its survival in the long run.<sup>17</sup>

Later in her analysis, Norwood concluded:

Local government developed as a force separate from the community, representing nothing but its own interests and administering nothing but its own ends.<sup>18</sup>

Throughout its history, Paterson did not develop the ethnic political machines that rose in other eastern urban centers. The reason for this is that, under the paternalistic eye of SUM, there was no power available through any democratic process. The result was a long history of often bloody confrontations between the workers and the managers of the various industries.

A certain class superiority can perhaps be best shown through a newspaper column written in 1832 during a cholera epidemic caused by a lack of sewerage when the SUM town committee announced that it did not have the funds to clear the garbage. The Paterson Intelligencer editorialized:

It seems strange to us that people cannot abstain from a little indulgence in eating and drinking when a fearful epidemic is in our midst, and when they know that most of its victims have been those who have given away to their appetites.<sup>19</sup>

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<sup>17</sup>Christopher Norwood, About Paterson: The Unmaking of an American City (New York: E.P. Dutton, 1974), p. 36.

<sup>18</sup>Ibid., p. 51.

<sup>19</sup>Ibid., p. 52.

Paterson, in the years between 1850 and 1914, was notorious for worker unrest, strikes, vandalism and rioting. Anarchism was a popular political front in the city at the turn of the century. When Patersonian Angelo Bresci returned to Europe to assassinate King Humbert I, over 100 anarchists celebrated in the city square.<sup>20</sup> There was a similar celebration held following the assassination of President William MacKinley. This socialist-anarchist esprit culminated in the Great Strike of 1913 when the city was shut down for five months. Two thousand three-hundred thirty-seven men and women were arrested while children were shipped outside the city away from danger. The strike finally did collapse leaving both the workers and the managers financially in ruins, but still no reform occurred in the governance structure that had been established by Hamilton.<sup>21</sup>

The city did enjoy a brief period of economic prosperity around the time of World War II led by the growth of the Wright Aeronautical Corporation which specialized in producing war planes. During the fifties, however, Wright Aeronautical dropped from employing a wartime peak of 60,000 to 5,000 workers.<sup>22</sup>

The consequence of that economic slump has been the replacement of a white, middle-class, blue-collar population in the city with a large number of blacks and Puerto Ricans. Also, in the beginning of

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<sup>20</sup>Ibid., p. 57.

<sup>21</sup>Ibid., p. 64.

<sup>22</sup>Ibid., p. 137.

the 1960's, Paterson absorbed a very large number of Cubans who came to the United States during and following the overthrow of Batiste.

According to many residents of the city, the sudden surge in minority population allowed the political control to be further vested in the hands of a few. In twenty years, Paterson has had only two mayors.

The school system. In 1978, there were approximately 27,000 students attending the two high schools, one intermediate school, and 28 elementary schools in Paterson. The school board employed a professional staff of about 1,500.<sup>23</sup>

Many of the school buildings were built during the first half of the century; and by 1978, the Board of Education was barely able to pay maintenance and repair costs. One of the high schools and ten of the elementary schools were recognized by the Board of Education to have more than a "desirable capacity" of students.<sup>24</sup>

It is also necessary to examine the racial imbalance of the school system and the distance from the black and hispanic communities of the teaching and administrative staffs. Table 1 clearly shows that the school student population more disproportionately weighed in favor of minority students than either the teaching staff, the administrative staff or the population of the town.

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<sup>23</sup>Donald Rossner, "How to Kill a Good School System," in The New Jersey Education Association Review, February 1978, p. 12.

<sup>24</sup>Ibid.



TABLE 1

ETHNIC SURVEY OF RESIDENTS, STUDENTS,  
TEACHERS AND PRINCIPALS IN  
PATERSON, NEW JERSEY

Composition	Number	Percentage
Ethnic Breakdown of Residents		

White	89,537	60.0
Black	45,621	30.7
Hispanic	13,419	9.3

(Source: Paterson Planning Division, 1975  
City Census)

Ethnic Breakdown of Students		
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White	5,381	19.1
Black	14,621	51.9
Hispanic	7,837	27.9

(Source: Paterson Public Schools Ethnic  
Survey, October 1975)

Ethnic Breakdown of Teachers		
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White	979	71.0
Black	363	26.0
Hispanic	12	2.0

(Source: Paterson Board of Education  
Affirmative Action Survey,  
December 1975)

Ethnic Breakdown of Principals		
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White	27	72.0
Black	8	18.0

(Source: Paterson Board of Education  
Affirmative Action Survey,  
December 1975)

At the beginning of the period under review, 1977, the Board of Education had recently received the results of the New Jersey statewide basic skills test which is administered to every student in the state. The city's tenth graders were reported to have the lowest reading scores in New Jersey, while only two other school districts reported lower scores in mathematics. Only 31.2 percent passed the state minimum score in reading, while only 34.2 percent passed the state minimum score in mathematics.<sup>25</sup>

In addition, there was widespread anger, discontent, and frustration among teachers who complained of overcrowded classes, lack of pay, insufficient training of students entering a particular grade level, and incompetence and disorganization of the central administration of the school system.

Also, at that time, there were only a handful of active parent-teacher associations, and not one of the schools (prior to a recent state funding requirement) had any mechanism of cooperative planning among administrators, teachers and parents.

In short, there was little or nothing positive that could be said about the Paterson School System at the time.

New Jersey school reform legislation. One of the significant and almost solitary efforts for school reform in Paterson in 1977 was implementation of a recently passed piece of legislation at the state level called Thorough and Efficient (T&E) which mandated replanning the school

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<sup>25</sup>Ibid.

program among administrators, teachers and parents according to standards established at the state level. T&E (which is still in effect at this writing) in New Jersey, is basically a set of school performance objectives, written locally through a collaborative process, towards which schools can aspire and against which they can measure their success.

The legislation of T&E was the result of an equality of opportunity law suit against the State of New Jersey (Robinson V. Cahill, 1972). A resident of Union City, New Jersey, charged that his children, because they lived in urban areas, were not receiving equal access to educational delivery (which was, until that time, dictated by local property tax). The state Supreme Court directed the legislature to institute a funding mechanism and delivery system to alleviate the inequality. The state legislature responded with a package which dictated a four percent cap on local education spending with the state providing the difference for those areas not able to reach the educational spending of other districts through property tax support. Also, the State Department of Education outlined an educational reform strategy for locally determining school needs and goals. In order to qualify for state assistance, each district had to comply with the T&E model for developing and implementing plans for approval and funding. The six steps to this plan were:

1. Planning and conducting an objective/goal indicators and standards setting process.
2. Planning and conducting a needs identification process by assessing where pupils are at present in relation to the objectives/goals indicators and standards.

3. Establishing educational programs to achieve objectives.
4. Measuring the effectiveness of educational programs in achieving these objectives and making changes as needed.
5. Budgeting annually for the educational plan and program.<sup>26</sup>

During 1978, the Paterson district was involved in the third stage of the T&E process, described by the Superintendent as "an analysis of the shortfall between the goals and performance of our existing educational system."<sup>27</sup>

If successful, the T&E legislation would result in two operational changes in the Paterson school system. First, the education system would incorporate a planning process which provides a methodical procession through goals and objectives, on a yearly basis, as a process of reexamination. Through the process of articulating goals, objectives and standards, a list of items, which are construed as priorities for change, should be developed and acted upon. Second, the T&E process requires community and parent involvement in the setting of goals and procedures.

Specifically, the legislation states:

. . . A thorough and efficient system of education includes local school districts in which decisions pertaining to the hiring and dismissal of personnel, the curriculum of the schools, the establishment of local budgets, and other essentially local questions are made democratically with a

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<sup>26</sup>New Jersey State Department of Education, The T&E Primer, Trenton, New Jersey, 1977 (Pamphlet).

<sup>27</sup>Superintendent's Report to the Board of Education, Summer 1978.

maximum of citizen involvement and self-determination and are consistent with statewide goals, guidelines and standards.<sup>28</sup>

The classroom strategy of T&E in Paterson was the institution of Individualized Criterion Reference Tests (ICRT) which tested children's ability on specific communication and mathematical competencies and skills. Teachers kept duplicated checklists that measured the students' skills achievement, skills that needed review and skills that needed to be retaught. The result was the subject of strong criticism of the Paterson school system which appeared in the New Jersey Education Association Review:

Instruction time is often reduced by requests from "downtown" for information that teachers collect from students. Frequently, it's information that has previously been collected from students and already sent "downtown." One almost universal complaint is that the school system has responded to the problem of low school achievement by confusing means with ends.

The most flagrant example of this confusion is the student folder, built around more than 650 performance objectives in language arts and math. The goal of improving education can be reached by the individualization of instruction and that folder is a means of forcing teachers to individualize. However many Paterson teachers believe that, "to them downtown" the folder has become an end in itself. . . . For a time, there was a directive to start using the folders but no folders . . . .

. . . Teachers, with some 150 to 160 students a day, find it a burden to maintain many folders daily. The many secondary teachers who must travel from room to room wear themselves out carrying their load, often crammed into a cardboard carton weighing many pounds.<sup>29</sup>

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<sup>28</sup>New Jersey State Laws, Article 1, Chapter 212.

<sup>29</sup>Rossner, "How to Kill a Good School System," The New Jersey Education Association Review, p. 14.



The ICRT program was, with quiet embarrassment, dropped after it was discovered by the central office that specific information needed for the state T&E funding of the program through ICRT was not contained in the ICRT instruments.

The Paterson Board of Education. The Paterson Board of Education is a corporate entity separate from the city (Chapter 18, New Jersey State Laws). Its members are appointed directly by the Mayor. The political overtones of this system have been long obvious to Paterson residents.

As Norwood wrote:

In Paterson, the Board's primary relationship was with the Mayor, who appoints its members. . . . Kramer, like many mayors, regarded education as an undertaking fraught with conflicts, demands and frustrations, and with few guarantees for improvement no matter what practical solutions were sought. His highest hope seems to have been that the schools would remain reasonably quiet. At one point, he commissioned a professional consultant's report recommending consolidation of the system into middle schools both to upgrade the schools and save money. To many parents who raised an outcry, this signified busing and the report was quickly buried.<sup>30</sup>

The political relationship with the Mayor has caused the community and the school system to lose faith in the Board of Education without any loss in the Board's power or change in membership. The old rule that policy makers must maintain the trust of their constituencies does not hold here because of the lack of elected accountability. Evidence of this came when teachers, principals and community members were asked to rate the Board of Education in terms of effectiveness in contributing to quality education in Paterson as part of the 1978 Paterson Schools

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<sup>30</sup>Norwood, About Paterson: The Unmaking of an American City, p. 37.

Survey<sup>31</sup> (Table 2) for comparison, similar responses are included in the table for the Superintendent and teachers.

One can reasonably conclude from the results of the 1978 survey that the Paterson Board of Education, despite its final decision making authority, was generally viewed as not being very effective in contributing to the quality of education in Paterson as viewed by the employees and consumers of the educational system.

The Board of Education did, however, under the guidance of the Mayor's appointments and power to remove members, seem to have most of the power in the system. A better, more illustrative example of the power of patronage and influence of city politics on the school system can be shown through the specific case of one of the Mayor's appointees who, at the time of his appointment, was employed by the Mayor in a high policy and city fiscal position.<sup>32</sup>

William Pascrell, appointed by the Mayor to the Board of Education in 1978, served as Director of Policy and Planning in Paterson City Hall. The city government is responsible for ratification of the Board of Education budget and holds the bonds which build and finance schools. The Board of School Estimate, which consists of two members of the City Council, the Mayor and two members of the Board of Education, decides the municipal allocation for the school system for

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<sup>31</sup>For a full discussion of the Paterson School Survey, see Chapter III.

<sup>32</sup>The events in this case were brought together from two untaped interviews with Robert Schwartz, former legal counsel to the Board of Education, and one taped interview with Frank Napier, Jr., the Superintendent of Schools, conducted in April 1979.



TABLE 2

TEACHERS', PRINCIPALS', AND COMMUNITY MEMBERS' RATING OF THE SCHOOL BOARD,  
SUPERINTENDENT AND TEACHERS IN TERMS OF EFFECTIVENESS IN  
CONTRIBUTING TO QUALITY EDUCATION IN PATERSON

	Very Effective	Effective	Somewhat Effective	Ineffective	No Information To Judge
The School Board:					
Teachers	2.3	10.3	28.9	46.1	12.4
Principals	8.8	11.8	55.9	23.5	0.0
Community	19.3	29.4	24.6	8.7	0.0
The Superintendent:					
Teachers	12.7	26.0	32.5	18.4	10.3
Principals	41.2	47.1	11.8	0.0	0.0
Community	29.7	30.1	16.9	4.5	18.9
Teachers:					
Teachers	19.4	41.1	31.2	3.2	0.0
Principals	5.9	47.1	35.3	2.9	8.8
Community	37.0	32.8	19.2	4.3	6.6

NOTE: Numbers represent percentage of responses.

each fiscal year. Pascrell, in his position in Paterson City Hall, was instrumental in determining the city budget for each fiscal year. The relationship between city government and the Board of Education is properly and legally an adversary one and this conflict--between the School Board members, who are expected to lobby for a school budget on the basis of educational need and not city fiscal constraints, and the Mayor, who has a political benefit from holding down taxes--is acted out among the members of the Board of School Estimate.

New Jersey appellate courts have clearly defined the relationship between local school boards and city governments. The court has upheld the authority of the city government to supply the funds which the school board spends and, in fact, a city government has the legal power to conduct a watchdog investigation of a school board (Union City V. Union City, 1972). This clearly supports an adversary relationship between the two governmental bodies. The question is whether or not simultaneously holding two positions on the part of William Pascrell was a conflict of interest.

In the fall of 1978, the Board legal counsel was asked by the Superintendent to investigate the possibility of conflict of interest in the instance of Pascrell's appointment. The Mayor had announced that he intended to cut school spending while he was up for reelection. His past popularity at the ballot box had come largely from his ability to hold tax levies.

The memorandum from the Board of Education attorney stated that there was reason to believe that there was a case of clear conflict of

interest. The Board of Education and the Mayor, the two parties legally able to ask Pascrell to step down, remained silent on the issue for more than a year after the memorandum was written.

During the summer of 1979, Pascrell was appointed by the Mayor to be Chairman of the Board of Education, which, among other duties, includes membership on the Paterson Board of School Estimate.

Eastside High School: a profile. Finally, in order to measure the full extent of the educational conditions of the city, it is necessary to observe the conditions of one of the schools in the system, the largest, Eastside High School. Most local observers agreed that Eastside High School was (aside from having one of the best marching bands in the state of New Jersey) indicative of the abysmal state of education in Paterson.

In 1978, Eastside High School had roughly 3,000 students enrolled in a building built to accommodate 2,400 students.<sup>33</sup> Over 1,000 of the students were freshmen, and almost half of them never reached their senior year in the high school. For those who managed to stay, the educational picture was not very impressive. In 1978, more than 70 percent of the high school's tenth graders scored below the state minimum requirement in reading. The school was 64 percent black, 28 percent hispanic, and 7 percent white.<sup>34</sup>

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<sup>33</sup>Rossner, "How to Kill a Good School System," The New Jersey Education Association Review, p. 12.

<sup>34</sup>New Jersey Minimum Basic Skills Report, 1978; and The 1978 Paterson Schools Survey.

When the violence in the corridors became front page material for the Paterson News in December 1978, and accusatory fingers were pointing at the principal, William Kline, he made an impassioned speech to the Eastside Parent-Teacher Association in which he attempted to turn the blame away from him and, instead, identified the subtle racial tension of the city as the major concern and reason for the poor school climate.

To the parents, Kline said, "I came here five years ago from School Six (K-8) where I was vice-principal. No one else wanted the job and people told me that I was crazy to take it. Since then, we have tried to do everything with little help offered from outside the school. I can document the number of teachers here who are here because they didn't work out in other schools. Don't get me wrong. We have some fine teachers here, but many of our teachers shouldn't be in the classroom."

He continued: "I'm glad to see you all here tonight. The only way we can improve conditions at Eastside is to go down to the Board of Education and make demands to the Board to improve conditions here. We can have a good school here, a school where kids can grow and learn and go out and leave here and change the world."

In private, Kline was a quiet and very nervous man. Often he spoke about the conditions of the school and the "impossibility of getting anything done with the present attitude of the central

office."<sup>35</sup> Following the bad publicity published in the newspapers, Kline instituted a number of what would have to be called symbolic gestures aimed at solving one problem in the school at a time. He "wanted" the students to take on a new challenge every week. The first one, announced over the public address system the morning after the speech before the PTA, was "beat the bell." A week later, there was "clean your tray" in the school's cafeteria. That was the end of the program. At the beginning of the year, Kline sent home a "Parent-School" contract asking parents to enforce homework tasks of their children, limit television watching and support truancy regulations. Kline believed in actions that had a "winning attitude" as their strength. Often his pronouncements over the public address system recalled those of a high school football coach delivering lofty aspirations to a losing team.

One teacher once said in a lunchroom conversation, "What we have here is organized futility. The teachers are burned out. They don't want to hear about anything new. They want to leave the place behind at 2:30."

The game might be called beat the bell.

After the newspaper articles "exposed" the violence and drugs in the school, the Superintendent sent a team of administrators to investigate the situation. The strongest remarks came from

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<sup>35</sup>Throughout 1978, the author had a number of long, informal conversations with Mr. Kline. In addition, the author's office was in the basement of the school, and there was the informational advantage of eating in the teachers' cafeteria and spending time in the halls.



Assistant Superintendent Joseph Goldberg, a long-time Paterson administrator and former Eastside principal. Goldberg was uncharacteristically progressive and direct in his memorandum on Eastside which was sent to the Superintendent on December 13, 1978.

Goldberg wrote:

The building is in shambles; lights, walls, glass or lexan, railings, shades, plumbing (toilets), doors, display cases and enclosures for fire hoses are in disrepair or disarray. . . . Stairwells, particularly in the new wing, were unusually dirty. I found feces and urine at the top of one of them. Corridor floors were fairly clean, not nearly as littered as during my earlier visits. There is nothing really tidy about the building, whether it be corridors, offices or stairwells. The building seems dreary and certainly uninteresting.

More importantly, Goldberg commented on the instruction at Eastside:

- Some of it is very good, particularly Science. On the other hand, instruction is too sedentary; there is a bad need for much more activity on the student's part, a need for more vibrancy, more excitement. I saw too much of the question and answer procedure of forty years ago. I sense that with too many teachers in traditional instructional areas (History, English, Mathematics, etc.) the attitude may well be "I teach five or six classes. If the students get it, fine; if they don't, too bad." The greatest interest could be witnessed in the Home Economics, Industrial Arts, Science Laboratories, Music, Physical Education and Typing classes where students are actively engaged.

### The Basis for Intervention in the School System

The dynamic of school change. Change and reform of urban school systems, as was stated earlier in this chapter, has been a slow, if sometimes non-existent, process that has often resulted in regression toward more secure, even if ineffective, practices and attitudes. The study of



school change has been one of elusive conclusions. This may be because of a slight change in practices or personnel has a rippling effect throughout the school or the system that causes a number of unpredicted events and responses. Those responses often require the formation of whole new strategies to enact the change that was originally intended.

The goal of any educational change process is to alter the behaviors of a system by altering the behaviors of the people in that system.<sup>36</sup> More specifically, the change process described in this study is "progressive"--that is, it was designed to alter the decision making process by formally inviting disenfranchised individuals and groups toward the creation of more effective school governance systems and more instructionally effective classroom behaviors. Thus, its purpose was inherently political in the broadest sense, as Charles Silberman quoted George Orwell, "to push the world in a certain direction, to alter other peoples' ideas of the kind of society they strive after."<sup>37</sup> The need for such progressive change, as has been stated previously, has been a common sentiment from Mann to Dewey to Silberman, et al. However, there is little research on how change actually occurs in school systems from a political perspective. In 1968, at the height of initial efforts to humanize education and experiment with innovations, different methods, settings and philosophies, John Goodlad wrote:

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<sup>36</sup>Seymour B. Sarason, The Culture of the School and the Problem of Change (Boston: Allyn and Bacon, 1971), p. 3.

<sup>37</sup>Charles E. Silberman, Crisis in the Classroom (New York: Random House, 1970), p. 6.

The problem in all this (efforts to bring about change in American schooling), to me, is that processes of change have been haphazard and, so far as knowledge about change is concerned, virtually non-cumulative. We don't know much more about how change is wrought and about how to spend our human resources wisely to effect change than we did twenty years ago.<sup>38</sup>

In the next decade, while countless changes have been implemented in school systems, Seymour B. Sarason concluded:

We simply do not have adequate descriptive data on ways in which change is conceived, formulated and executed within a school system.<sup>39</sup>

The reason for this, many observers agree, is the political nature of the school system. When a change agent approaches a given system, although the problems may have a universal quality (low reading scores, stagnancy of students, lack of accountability, teacher "burn-out," etc.), the decision making process to introduce and implement the change is unique; the political process is unique. It is a human process: when a change agent starts work in a system, even though the problems he or she is trying to solve may have a universal quality (low reading scores, apathy, etc.), the decision making process, the politics, will always be unique. It is unique because the individuals involved have different values, ambitions and opinions. Groups of people are capable of a wide and unpredicted set of responses. That is true, I suppose, in any group of people and it is what makes political "formula making" impossible.

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<sup>38</sup>John I. Goodlad, The Frontier of School Leadership, ed. Louis J. Rubin (New York: Rand McNally, 1969).

<sup>39</sup>Sarason, The Culture of the School and the Problem of Change, p. 12.

This is supported by David Rogers' analysis of the New York City School System in the 1960's.

Plans for changes in the public school system, and the implementation of such plans, are affected by the actions and attitudes of many "constituencies" ranging from professional groups inside the school system to community groups, real estate interests and politicians. The Board of Education and the Superintendent act within what students call "zones of acceptance" or "conceptions of legitimacy." If the Board is to implement new plans, it must mobilize support within the school system and in the community. This is a political problem, and an explanation of public education decisions, such as "we're doing what is educationally right and that's the only consideration," fails to describe how such decisions are made. Though such statements may be necessary for public relations purposes, they obviously cannot be used as substitutes for political realities.<sup>40</sup>

The process of change, then, involves continual dialogue with the constituencies who have interest and policy making and political power within the system. If the aim of a change agent is to achieve better schools through more active, egalitarian governance, then it must also be recognized that the means and ends of the process may not be in the best interest of some of the constituencies involved in the dialogue. This was the nature and conflict of change which was being sought in Paterson in December of 1977. The Superintendent had made a pledge to "turn the district upside down,"<sup>41</sup> and he sought and employed change agents to operationalize that pledge. Such vagueness is not unusual in the process of school change.

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<sup>40</sup>David Rogers, 110 Livingston Street: Politics and Bureaucracy in the School System (New York: Random House, 1968), p. 5.

<sup>41</sup>The Paterson News, 8 December 1978.

Sarason states:

It is characteristic of the model process of change in the school culture that the intended outcome (the change in regularity) is rarely stated clearly, and if it is stated clearly, by the end of the change process, it has managed to get lost.<sup>42</sup>

It has been the major purpose of this chapter to define the problems of the city school system and the roots of the problems which the change process would at least attempt to alleviate at the local level. In reference to Sarason's outcomes, if the agents of change in Paterson were fully successful, they would have achieved a full social and economic revolution--redefining the role of the individual in the community toward a more humane, less competitive society. As that has not been the case, the final section of this chapter is devoted to bringing together the philosophy, the obstacles to reform and finally the simple, desired outcomes intended to improve educational quality in Paterson.

Returning to the quote at the beginning of this chapter, that education must "enlighten experience, give courage to initiate change, reform the state, deepen personal and social peace," this study was written with the clear bias that the transformation of the school involves and should encourage the transformation of the school community. And it recognizes that the transformation is an adversary one; that the values inherent in the hierarchy of the present system reinforce social inequality and, thus, prevent the schools from becoming more effective institutions of education, human exploration and growth. In other words,

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<sup>42</sup>Sarason, The Culture of the School and the Problem of Change, p. 3.



the goals of the change process (to create more instructionally effective schools and to ensure a more equal, egalitarian school community) are not separate; they are mutually dependent.

Toward instructionally effective schools. The term "instructionally effective," for this purpose, refers to the ability of a particular school system, school, or classroom to deliver the necessary skills for passage to a next level to a maximum number of students. Involved in the evaluation of what constitutes instructionally effective schools is the quality of the management, curriculum and teachers. Quality of school management is probably of secondary importance. There have been cases when an exceptional curriculum or an exceptional teacher has overcome the burdens of inept administration; but for a school to function well with poor, irrelevant or outdated curriculum or an inept teaching staff is unquestionably the harder task. However, in most cases, it is the proper balance, reinforcement and dependency of these factors which separate the schools that are instructionally effective from those that are not.

The factors in what Sarason calls "the culture of the school" that determine such effectiveness have been succinctly summarized by Ronald Edmonds who, as of this writing, has not published his research but, in his capacity as chief research consultant to the New York City School System, has prepared a list of requirements for what constitutes instructionally effective schools.

Edmonds has found that instructionally effective schools have (1) instructional emphasis on all activities; (2) an administrative

style that is either clearly one of participatory decision making or the principal acts alone with the trust and respect of the staff and community; (3) an orderly school climate; (4) teachers who have a sense of instructional purpose and direct their energies toward all students; and (5) understandable instruments that allow assessment of pupil progress.<sup>43</sup>

The question left by Edmonds' analysis is, "Toward what instructional ends?" The answer to that question, in the opinion of the author, lies beyond the simple and efficient dissemination of basic skills and is contained in the phrases "all students," "all activities" and "a sense of instructional purpose."

If one believes that the learning responses of students differ given the same stimulus, and that different styles of learning, like different styles of personality, do not in any way imply inferiority (Dunn and Dunn, 1977),<sup>44</sup> it is clear that the best responses to divergent educational responses may simply be the offering of different stimuli. In other words, one response that has been advocated by many school reformers rests in the schools providing a variety of teaching styles which match a variety of learning styles.

The issue is also an issue of choice. At the very least, toward the teaching of basic skills subject matter, efforts can be made to

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<sup>43</sup>Ronald Edmonds, A Discussion of the Literature and Issues Related to Effective Schooling, An unpublished report prepared for the Chancellor of the New York City Public School System, 1978.

<sup>44</sup>Rita Dunn and Kenneth J. Dunn, An Administrator's Guide to Effective School Management (Los Angeles, California: Parker and Son, Inc., 1976).



individualize student instruction by altering the learning environment and curriculum structure to best serve the particular learning traits of the student. As Dwight W. Allen has advocated, if a student learns best through rote memorization, rote memorization should be offered as part of the student's learning. The same applies to students who feel most comfortable under experiential conditions, open and exploratory learning environments, or the trial and error methods offered by criterion-referenced curriculum.

Since teachers are different in their preferences for teaching styles, such a system offers an added stimulus to that profession.<sup>45</sup>

The key issue, however, is genuine "consumer choice" for the student (Seabrook, 1973).<sup>46</sup> Granting consumer choice, accepting that parents, students and teachers are able to choose what educational system best fits their needs, also changes the ownership of the school program toward a more egalitarian system reflecting the ideal of the community itself.

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<sup>45</sup>Mario D. Fantini, "Matching Teaching and Learning Styles," in Alternative Education: A Source Book for Parents, Teachers, Students and Administrators (New York: Doubleday, 1976), pp. 105-111.

See also, Mario D. Fantini, Public Schools of Choice: A Plan for Reform of American Education (New York: Simon and Schuster, 1973); and Harvery B. Scribner and Leonard Stevens, Make Your Schools Work (New York: Simon and Schuster, 1975), pp. 82-84.

<sup>46</sup>Luther Whitfield Seabrook, "Parent Advocacy for Educational Reform: A Case Study of the Harlem Parents Committee" (Ed.D. dissertation, University of Massachusetts, 1973).

Toward socially effective schools. The issue of instructional choice, in this analysis, has been primarily applied to the instruction and curriculum, but there is some evidence, as in the Luther Seabrook study, of an alternative school program in Harlem, that the process of establishing choice in the school system may lead to more far-reaching changes in the social role of the school.

It is not enough, if one wants to overcome the inequality of the system, to merely make such changes in the institution that only allow a larger number of students to pass to the next grade level and accept, when they graduate, the existing social system and what little it has to offer them. Effort must be made to bend the system to serve the initiative of the student in hope that that sense of initiative will carry into the real world, in dire need of change, later on.

Part of the bias of this analysis rejects the "correctness" of the status quo and the standards by which human beings are evaluated. In light of recent statistical evidence, many have surrendered any hope of achieving social equity through educational reform. Jencks (1973) and others have followed a pattern of reasoning which first assumes that standardized measures of cognitive ability have shown that the children of the poor (read, minority, or better, black) share an insurmountable barrier that is associated with family background, genes or a number of other cognitive determinants against which schooling is futile.

Jencks wrote:

There is no evidence that school reform can substantially reduce the extent of cognitive inequality, as measured by tests of verbal fluency, reading comprehension or mathematical skill.

Neither school resources nor segregation has an appreciable effect on either test scores or educational attainment.<sup>46</sup>

The change agents, however, refused to accept Jencks' findings from the very beginning. The major problem was the fairness of the measurement. Is it honest to measure the success of schools and students mainly by tests of verbal fluency--a standard that means different things to different cultures--especially when the standards of such fluency and competition are set by a majority race?

Further, there is evidence that different schools, serving similar socioeconomic neighborhoods, can have a wide divergence of cognitive test scores. Edmonds (1978) calls the schools with the higher scores and better climates for learning "instructionally effective" schools.

Edmonds summarizes:

Mayeska and his colleagues have concluded that . . . "for low SES schools, the school variables played a greater independent role than the student body variables" (Mayeska, et al., 1972, p. 67). The state of New York (1974) and Weber (1967) have both identified and studied instructionally effective inner city schools serving predominantly poor populations. In each instance, the authors concluded that school characteristics were the principle determinants of instructional effectiveness of the schools.<sup>47</sup>

The other problem with the Inequality issue is political.

Christopher Lasch, author of Agony of the American Left and Culture of the New Narcissism, once wrote of Inequality:

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<sup>46</sup>Christopher Jencks, et al., Inequality: A Reassessment of the Effect of Family and Schooling in America (New York: Basic Books, 1973), p. 8.

<sup>47</sup>Edmonds, A Discussion of the Literature and Issues Related to Effective Schooling, pp. 8-9.

This data helps to remind us that culture is an important component of class; that class, in other words, is much more a matter of social than economic standing. The middle class perpetuates itself by not handing down its economic values intact; but by implanting in the young, attitudes that help them keep in school until they have acquired the credentials necessary for middle class jobs (if not always, middle class incomes).<sup>48</sup>

Again, the issue arises, not this time directly through the socialization process of the schools, as to whether young people are having a favor done for them when they attend schools that merely reinforce the values and hierarchy of the dominant, white class. The first step in defining a reform of the present system is to insure that the "professionals" do not always define the standards of educational quality. The wider issue of choice, then, is political by its nature and inherent in a genuine change process.

Throughout the case study, there are instances of the political forces acting to stifle reform attempts at all levels. Issues were skirted and attempts were made to continue the operation of the school with a "business as usual" attitude. And the actions taken by the change agents in Paterson were heavily influenced and often inspired by the politics of the city.

But, as Bowles and Gintis write:

Egalitarian school reform must be explicitly political; its aim must be to undermine the capacity of the system to perpetuate inequality. This entails at least three objectives. An egalitarian program of educational reform must make it perfectly clear that inequality is not a question of

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<sup>48</sup>Christopher Lasch, "Inequality and Education," in The Inequality Controversy, eds. Donald M. Levine and Mary Jo Bane (New York: Basic Books, 1975).



subcultural values, nor is it a biological issue, nor is it a narrowly economic struggle. Equality is a political issue and the only route to a more equal society is through political struggle. Second, egalitarian reforms in education must seek to disable the myths which make inequality appear beneficial, just or unavoidable. Finally, a program of egalitarian reforms in education must seek to unify diverse groups and combat attempts to segment workers of a different social circumstance.<sup>49</sup>

This may seem a radical and doomed philosophy for someone working inside the system toward substantial change. The question, however, is whether or not there is a choice. Harvey Scribner, the former Chancellor of the New York City School System, supports the notion that there is not.

In 1975, Scribner and Stevens wrote:

The school professionals are the ruling class in the schools, and the dominance has a good deal to do with the resistance of the schools to proposals for reform. Any dominant group seeks to retain its favored place by preserving the status quo and fending off change. The school professionals are no different. The schools are working in their interests, and the professional class tends to keep the balance of power tilted in its favor.<sup>50</sup>

### Conclusion

There are three assumptions that can be made on equity, society and schooling as an introduction to this case study on school reform. First, the urban poor, for reasons of the political, economic and social status quo, do not receive equal access to equality of schools, housing

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<sup>49</sup>Bowles and Gintis, Schooling in Capitalist America, p. 249.

<sup>50</sup>Scribner and Stevens, Make Your Schools Work.



or job opportunity. Second, it appears, given recent research (Harrison, 1973; Jencks, 1972), that schools are limited in their ability to overcome social inequality through improved educational practices. However, there is a third, contradicting assumption that certain changes in school policy have affected the quality of instruction to a certain degree (Edmonds, 1979); and one might assume that, given follow-up socioeconomic data on these students, there may be evidence of improved income, self-concept and quality of life.

The project under study was conducted with a bias that the instruction of skills to low income people without working toward the transference of real political power further perpetuates the already existing social inequality.

Somehow, schools must become more egalitarian in their governance so parents will not have to tolerate, so students will not have to suffer from, the shabbiness associated with many urban schools and school systems. And ultimately, it is hoped that a more democratic, participatory system would filter through the operation of the schools giving students a different sense of their own political power and responsibility.

In 1978, the Paterson, New Jersey, School System had reached a critical low point in morale and academic achievement that had evolved from a long history of political failure and neglect. The opportunity presented itself to establish some form of alternative education system and governance structure. An ideal alternative school system would offer parents a choice of methods and styles for basic instruction,

allow teachers to work beyond the constraints of the administrative decisions that had frustrated them, provide guidance and education and school policy process, and would, through these actions, fulfill the ideal of providing an education, in Goodman's terms, that is "truly practical" for life in an urban, technological society.

# C H A P T E R    I I I

## THE INTERVENTION OF CHANGE AGENTS

### Introduction

This chapter describes the professional styles of the change agents in Paterson, the methodology they employed, the building of a support staff for the change process and the climate created in the school system for the operationalization of the programs.

The study of the establishment of the parallel programs in Paterson is unique because of the openness of the initial request for the intervention of outside change agents. At the outset of the process, December 1977, it was agreed informally between the change agents and the Paterson Superintendent of Schools that the change agents would be allowed to study the workings of the system before making recommendations for specific alterations. At that point in the history of the intervention, it was not made clear whether the change sought would most affect the entire system starting with the central administrative staff, the management and curriculum of the schools, or the teachers. Also, at this time specific strategies were discussed, including the decentralization of the administration, a pilot alternative school program, and the requirement of an alternative curriculum, authored and supervised by the change agents. The case study of parallel programs represents the major change effort which grew out of this ambiguity.

No specific plans for reform of the school district were offered by the change agents. The Superintendent of Schools, who acted

solely to hire the change agents and had recently been appointed Superintendent himself, also had no clear objectives for reform. He hoped, at the time, that together, he and the change agents could formulate the policy and the plan that would assist him in improving educational quality in the city.

For that reason, it is useful to examine the biographical data of the change agents to achieve some sense of the style and modus operandi that provided the political texture of the change process.

More specifically, in this chapter, the methodology of the intervention is, albeit imperfectly, described and labelled to give the reader a sense of the nature of the change style throughout the process.

The reader should also note that the author attempted to describe the two persons besides himself most directly involved in the intervention from third person sources but where that was impossible, the author has offered his own information which may be limited by selective memory and the brevity of acquaintance. Also, the author has excluded himself from this section. The description of his role in Chapter I and the bias reflected in Chapter II should suffice as background in the analysis.

As a point of reference, the project was undertaken originally almost exclusively between the change agents coming from outside the system and the Superintendent of Schools and later with the help of an internal team of change agents from within the system. It would be unfair, in the author's opinion, to profile the members of the change agent team individually. An analysis of how the team operated, its

strengths and weaknesses, will be offered at the conclusion of the study.

### Biographical Notes

Once you touch the biographies of human beings, the notion that political beliefs are logically determined collapses like a pricked balloon.

-- Walter Lippmann, Preface to Politics, 1913

Dwight W. Allen. The principal change agent in the Paterson schools for the establishment of Parallel Programs was Dwight W. Allen, former Dean of the University of Massachusetts School of Education and, at this writing, University Professor of Urban Education at Old Dominion University in Norfolk, Virginia. Dwight W. Allen has, in the past twenty years, become one of the most obvious and inspiring change agents in American Education.

Postman and Weingartner wrote in 1973:

Allen . . . is perhaps the most ubiquitous American school critic. He goes everywhere, consults on everything and knows everybody. He has vast energy and wide-ranging interests, and is generally credited with having introduced the concepts of modular scheduling and differentiated staffing in American schools. His most well-known achievement to date has been to transform a small, moribund school of education (at the University of Massachusetts) into the most frenetic, creative and controversial centers for the study of education in the country. Whether or not it and he can last is an open question. For all his flamboyance, Allen is a practical reformer, who believes that schools can be vastly improved by inventing new procedures and conventions.<sup>1</sup>

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<sup>1</sup>Neil Postman and Alan Weingartner, The School Book (New York: Vintage Press, 1971).



On the keys to Allen's success as a reformer, as was demonstrated and documented at the University of Massachusetts, was his ability to seize political power and the trust of the institutions he dealt with.

Lyman Bushnell Brainerd, Jr., in a dissertation written on the changes at the University of Massachusetts School of Education from 1967 to 1969, wrote:

This charisma is clearly a major component of Allen's personal power. Speculation as to the how's and why's of his compelling personality are outside the purview of this study. . . . The principal outcome was that every speech, every appearance before a group, and all his interactions with the group or member of the group tend to result in the expansion of his personal power.<sup>2</sup>

The methodologies of change, which Allen employed in the changes at the University of Massachusetts, that also applied to the approach used in Paterson, were summarized by Brainerd:

- Juxtaposition--giving unlikely people unlikely responsibility.
- Rapid and thoroughgoing change--Allen has often said that "a little change hurts, a lot of change doesn't hurt much more."
- Creating ambiguity--creating new organizational structures, channels of communication, and refusing to fully define objectives, leaving that to the process.
- Experimentation--believing that ". . . if all our experiments succeed, or if we can assure the success of our experiments before they are tried, we are not really experimenting--or, at best, we are operating somewhere short of the outer limits where experimentation is most needed."<sup>3</sup>

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<sup>2</sup>Lyman Bushnell Brainerd, Jr., "Radical Change in a School of Education, September 1967 - November 1969: A Study of Leader-Dominated Change in a University Subcomponent" (Ed.D. dissertation, University of Massachusetts, 1973).

<sup>3</sup>Ibid.

In order for the Allen style of change to operate, there must be some level of acceptance, trust and investment by the institution involved. It is unlikely, given Allen's history, that a position for him, or a long-term consultancy like the one in Paterson, would not result in a far-reaching and controversial set of program strategies.

This trust was granted by the Paterson Superintendent of Schools, Frank Napier, Jr., because of Allen's record of changing institutions and the commitment of Allen and the University of Massachusetts School of Education to urban education and the combatting of institutional racism.

Frank Napier, Jr.<sup>4</sup> Frank Napier, Jr., was the first black superintendent of schools in the history of the city of Paterson. He was also the first black assistant superintendent and the first black principal. He grew up in Paterson, played football at the old Paterson Central High School (now the Martin Luther King Middle School), and ran a gas station on River Street in the heart of the original black neighborhood.

Napier received a Bachelor's Degree and later received a Master's Degree in Education from William Paterson College, which was then located in Paterson. He became a teacher and a football coach before being appointed principal of one of the majority black student schools, School Number Four.

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<sup>4</sup>The author taped a series of three conversations with Frank Napier, Jr., about Napier's superintendency, how he got there and what his plans were.

In 1977, following the death of Paterson Superintendent of Schools, Dr. Edward Goia, Napier was appointed by the Board of Education to be Acting Superintendent. In the summer of 1977, after conducting a national search, Napier was appointed Superintendent and was granted tenure the following year.

At the time he was appointed Superintendent, Napier vowed during a meeting of the Board of Education that he would "turn the district upside-down" and create a model urban school system for the state of New Jersey. In consideration of the political forces and low level of achievement outlined in Chapter I of this study, Napier decided he would go outside the school for assistance. Napier had been enrolled, though somewhat inactively, as a doctoral candidate at the University of Massachusetts School of Education, where he originally came into contact with the philosophy, style and success of Dwight W. Allen.

A quote characteristic of Napier's candor and intensity was one he often said in meetings with his closest staff: "I want to show the Board of Education that they didn't hire a 'quiet spook' to guard the door; we are going to do something big."

### The Methodology of Change in Paterson

During the time of the intervention process in Paterson, it became important, for reasons of explanation to outsiders, to invent some descriptive terminology for the decision making and implementing process. The best description that can be applied to the methodology of the change process in Paterson is described as "spontaneous interventions."

The methodology of spontaneous interventions as a decision making and program implementation process involves recognizing a set of general problems to be solved, accepting the erratic, fluid nature of political events and circumstances that affect those problems and adopting a holistic management strategy that is, without apology, spontaneous in order to provide maximum flexibility in adjusting to changes in circumstances toward reaching the goals as they are defined and redefined throughout the process.

Spontaneous interventions is a concept directly derived from a concept identified by Dwight W. Allen as "in flight correction," a definition of his own style of management.

"When a man was sent to the moon," Allen says, "they didn't aim the missile directly at the moon from the orbiting earth. Rather, as the missile took off, its path was constantly readjusted to 'close in' on the moon until it finally reached its target."

Most of the decisions made which developed the parallel programs were the results of spontaneous interventions which differed from Allen's concept of "in flight correction" foremost because, at the outset, there was no "moon" for which to aim. As stated earlier, the actual goals of the intervention were very loosely, if at all, defined.

Upon examination, every spontaneous intervention in Paterson had three identifiable components. First, a confluence of events had occurred such that the decision makers agreed that the time had come to take action. Low test scores, criticism of the administrators and teachers and general dissatisfaction with the climate of the school system had

all led the chief administrator of the schools to look outside for help. The confluence of events, outlined in Chapter I, had produced large-scale dissatisfaction and begged for large-scale change.

The spontaneous interventions also created an almost geometric progression of more spontaneous interventions. In other words, when the decision makers took actions in response to other events, circumstances and actions, they created the need for an increased number of similar actions to respond to the changed nature of the situation they originally created. That situation left the decision makers in a position where they created a number of new problems and events separate from the problems and events which were present at the outset; but the new problems, because the new decision makers created them, were more within their control and definition; and, the decision makers, not teachers or students or parents, gained political power. (It was not the intention of the change agents at this time to secure power directly for other groups in the school community; such an authentic coup had little chance of success. Instead, the change agents had to open new areas of management--a realm beyond the grasp of the old decision makers. It was hoped that, since the change agents played a temporary role, their political power and authority would eventually be transferred to other groups--maybe even teachers and parents--in the Paterson school community.)

The second stage of meeting to discuss the new conditions and formulating plans to affect those conditions toward some narrower goals is referred to as "regrouping." At this point in Paterson, actions were



taken with speed, decisiveness and little deliberation. There was not much time, by design, for long debates and compromises on the action; part of the success of the spontaneous intervention in a cumbersome bureaucracy rests in the surprise factor. If other parties had an opportunity to prepare for or stop the action, many of the programs and changes may never have happened.

The third step was perhaps the most important and controversial because of the centralized nature of the spontaneous interventions decision making process. This concept is hard to accurately define because it involves the very nebulous concept of trust. Once a decision was made among the small group of decision makers, the responsibility for the ephemeral adjustments to operationalize that decision were usually given to one person.

The author believes that this third step of the process was both the weakness and the strength of the process which will be analyzed in the final chapter. But for purposes of understanding the evolution of the programs, it was important that the decision makers represented a significant number of constituencies within the school system in order to fairly represent the desires and limits of the eventual owners of the programs of change.

The role of the primary decision maker. During the course of the spontaneous interventions which led to the parallel education programs, in all instances, there was usually one person who filled an initiating role and became the primary decision maker throughout the process of a particular component. Because of the absence of defined objectives, the

primary decision maker, the initiator of a particular action, had the clearest image of the change to be made and the process of implementing that change.

The role of the primary decision maker in spontaneous intervention was, by the nature of the school system, political. The primary decision maker had to establish and maintain the trust in and of those in whose names the decisions were being made. As Chapter I attempted to show, the political power in Paterson rested in the hands of a few associated with the Mayor and the Board of Education. The style of the change agents from outside the city, the unique position of the Superintendent, and the dissatisfaction with the status quo, allowed the primary decision makers to act a bit independently of the conventional policy making boundaries in the city.

The primary decision maker had two important roles in each action. First, he had to set the guidelines and goals of the action; and second, he had to have been accessible enough to provide immediate alternatives when the secondary decision makers, those who were given the responsibility for implementation, became immobilized through non-cooperation or non-acceptance from the members of the school staff, the community, or the Board of Education.

The most important factor in the spontaneous interventions was the ability of the primary decision maker to think holistically of the situation and not be trapped by the linear pattern of management thinking so common to any education bureaucracy. Once the premise was accepted that no solution had yet been found to the problems of urban

education, the change agents were free to approach their own solutions without the constraints of a failed tradition.

In conclusion, spontaneous intervention involved the (1) identified need for widespread reform, (2) time for planning and revision, and (3) institutional trust in the primary decision makers. The ethics and possible replicability of this process are saved for the conclusion of this study.

#### ICAT: An Internal Subcomponent

Selection and composition. By March 1978, the magnitude of change envisioned by the decision makers in the program had exceeded their capability to do appropriate background research and manage the implementation of the proposed projects. Although the introduction of a support staff had been discussed earlier, no actual decisions had been made. The central office administrators were not suitable for the tasks of reform as they were being defined. They were either too busy with their own work on the administrative details of running the schools, not able to share enough of the vision of needed change to feel comfortable in managing its implementation, or outwardly antagonistic to the intervention of the change agents.

For these reasons, it was decided that the Superintendent would have to inject new blood into the administration of his programs by creating his own "boiler room"<sup>5</sup> work group with direct responsibility to

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<sup>5</sup>This is a common political term for the people who lick stamps, make telephone calls and make coffee during a campaign.

his office. The name chosen for the group was the Internal Change Agent Team (ICAT).

A memorandum soliciting members of the change agent team was sent to all school personnel (including central office staff, principals and teachers) on 14 March 1978. The team was selected, informed, replaced by new staff in the classrooms where needed, and met together for the first time within three weeks of the memorandum.

The memorandum was designed to appeal to those teachers and administrators who had been frustrated with the "top-down decisions" that had been the pattern in the school system. The memorandum was careful not to include any degree or tenure requirements normally expected before teachers are promoted out of the classroom. It was designed to attract a broad range of personnel in terms of education, background, years of experience in the district and experience in districts outside of Paterson. The significance of this step was that, for the first time since the outside change agents had begun their consultation, there was an invitation to share the control of whatever programs emerged with a wider local constituency.

In the memorandum, teachers and administrators interested in the programs were asked to answer, in essay form, six questions about the school system. The source of the questions was mainly the results of the Paterson School Survey (see next chapter) which allowed the change agents to keep the traditional standards of evaluation for promotion within their own purview and beyond the existing political process. These questions were:

1. Indicate how you feel the present reading program can be improved.
2. Describe briefly a program to improve parent involvement throughout the educational process.
3. What suggestions do you have to better diagnose student achievement and student potential?
4. Discuss, with reference to a particular academic area, how instruction can be structured to include substantial work in reading while teaching the concepts of this area.
5. If you were to select a group of teachers to plan a new school program, what questions would you ask in order to make the selection?
6. A majority of our students have indicated in the recent questionnaire their desire to study the future (their future as well as the nature of the society they must adapt to) as part of our curriculum. Briefly describe what you would include in such a course or program.<sup>6</sup>

It was hoped that the range of questions would give the change agents a sense of the applicants' sophistication in education, their creativity, and commitment to the priorities identified by the change agents through the Paterson School Survey.

To ensure acceptance by the Board of Education, a committee of seven was established by the Superintendent to review the applications. Copies of the applications submitted were given to the President of the Board of Education, the Superintendent of Schools, one Assistant Superintendent, an officer in the Paterson Administrators Association, the President of the Paterson Education Association (the NEA affiliation for collective bargaining in the district), and the consultant to the

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<sup>6</sup>Superintendent's Circular #41, 8 March 1978.



Board of Education for the identification and implementation of new programs.

Upon review of the applications, four teachers and three central office administrators were chosen to comprise the team. The four teachers, two women and three men, each came from different elementary schools. The administrators chosen included the assistant director of federally-funded programs, the district media specialist, and the district supervisor of mathematics. Two of the team members, one of the teachers and the assistant director of federally-funded programs were black. Most of the team members were in their early thirties and all shared some achievement in the school system beyond their teaching duties.

The ICAT was introduced formally to the Board of Education at their open meeting which was held on 18 May 1978. At that time, the director of the Paterson Multi-Lingual Center complained that there was no hispanic representation on the team. The Board moved to include two positions for hispanic teachers and administrators. The application process, identical to that for the other members of the team, was re-opened to hispanic staff working in the school system. At the end of the school year, two teachers from the elementary bilingual program began working with ICAT toward the development of the programs.

Following the introduction to the Board of Education, the Superintendent, the change agents, and the team were instructed "to recruit staff who would take an active role in developing sound educational programs and activities to better meet the goals of the

'Thorough and Efficient' legislation according to the district's needs."<sup>7</sup>

### Conclusion

Aside from the needs to be identified in the next chapter from the Paterson School Survey, the play was cast before the script was written. The initial efforts and backgrounds of the change agents, however, insured the development of a large-scale project designed to improve the instructional effectiveness of the schools and redistribute some of the decision making power more equitably throughout the school system. The open-ended process of designing the next steps toward reform of the schools, identified as "spontaneous interventions," operated through a high level of trust and allowed the change agents/decision makers in the reform process to identify their own set of problems and devise their own, independent structure for policy making.

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<sup>7</sup>Internal Change Agent Team (ICAT), Progress and Potential, a report submitted to the Paterson Board of Education, August 1978.

PART II:  
THE DEVELOPMENT OF PARALLEL PROGRAMS

C H A P T E R    I V  
THE NEEDS ASSESSMENT:  
THE 1978 PATERSON SCHOOLS SURVEY

Introduction

One method of building power in a bureaucracy is to collect or have access to information that other members of the bureaucracy do not have. Part of the problem in Paterson was that the professionals in the central office, because they acted as liaisons between the state, federal government, Board of Education and the schools, had been able to monopolize the statistical data and educational policy information formulated above them. This gave the central school administrators a subtle but strong advantage when discussing what could or could not be done to enact any school or classroom reform in the city.

Examination of such central office information, however, reveals that it is usually narrow in its purpose and ambiguous in its content. Most of the statistical information collected by school districts about schools is either ethnographic data necessary for funding purposes or the compilation of cognitive test results. Little or nothing is known about how an urban student or group of students views the world; what their aspirations, frustrations, fears and personal strengths are. Similarly, there has not been much data collected on how teachers feel about the relevance of the courses they teach, what they feel about where their students were headed later in life or what they would propose to do given the power to change the urban school. And finally, school districts have

made very little effort to ask in an organized fashion what the parents who pay for and send their children to the schools think about the education system or the community the schools are supposedly preparing their children to inherit.

It might be true that the collection of such data would be too scattered to result in any direct action in the schools, but such data would inevitably at least start a discussion among school staffs and community members toward some definition of desired change. That debate, the author believes, is long overdue.

The 1978 Paterson Schools Survey was an attempt at such a collection of information. Students, community members, teachers and principals were asked to answer 70 questions pertaining to the schools and the community they served. Preliminary research indicates that at no time in the history of urban education had an attitudinal survey of this magnitude, developed specifically around the problems and needs of one city, been attempted.

Not only did the Paterson Schools Survey give the change agents and the members of the school community who wished to work with them fresh information from which to plan reforms, but also the reform attempt gained high visibility in the district.

#### The Methodology of the Survey

There were two methods of information collection as a prelude to the attempt at reform of the school system. The first was informal. The author visited schools and interviewed teachers, principals, and



community members in an attempt to build a sensitivity to the history, politics, economics and perceived future of the city. Following those visits, a meeting was held in early January 1978 among the change agents to decide what information was needed before a workable reform proposal could be developed. The author prepared notes which served as an agenda for the meeting and which resulted in another set of questions which would be the basis for the Paterson Schools Survey. The agenda items consisted of conclusions drawn from the author's interviews during the first two weeks of the year. These agenda items included:

1. Everyone is trying to impress me as if they fear the wrath of the Superintendent.
2. Paterson used to be a "nice place," the schools were better, and the kids were smarter; but the "population change" has created an "environment."
3. Principals have most of the power in the schools.
4. Principals and teachers have a lot to say about the home environment and its importance in pre-determining the educability of students.
5. There isn't much political consciousness, at least not enough to catalyze a change or reform process.
6. Teachers are really burned-out.
7. No one has any conception of a comprehensive program, including T&E, to improve the schools. Words, no actions or proposals. Compliance has become the end.

It was decided at that meeting that the survey would be undertaken within the month. The purpose of the survey was to gather different information than had previously been available in the school system, confront the educational decision makers with student and teacher

perceptions of street issues such as drugs and alcohol, ask the users how well the schools were preparing the students for college.

The first survey to be written was the teacher's survey. Eventually other surveys were written for principals, students and parents. The process was for three decision makers to "brainstorm" 100 to 120 questions per survey. Then the author would consolidate and edit those to 85 questions. The number of questions was limited by available computer card capacity to 70 questions. The Superintendent, the consultant and the author then had a follow-up meeting to trim the questions to 70.

Once the questions were decided, the questionnaires were reviewed for form and content by Dr. Ronald Hambleton of the Evaluation and Research Program of the School of Education, University of Massachusetts. Following the meeting with Hambleton, the author prepared the final form of the survey which was typed and printed for distribution.

What follows is a list of the issues covered for the teacher's and the principal's surveys and the reasons for their inclusion:

1. Demographic Data: To compare with similar information previously collected by the Board of Education as a method of validating the other results of the survey.
2. General Teacher (and Principal) Attitudes Toward the Schools: To discern if the teachers and administrators really felt as badly about their particular schools and the school system in general as had been suspected from informal data collection.
3. Teacher Attitudes Toward Administrative Personnel, Student Services and Teacher Support Services: To

provide a formal evaluation of the teacher (and principal) perceptions of the central administration of the school system. (By asking for evaluations of the administrative components as well as the administration as a whole, the decision makers could better identify the components in need of reform.)

4. Levels of Communication Among the Decision Makers, Staff and the Community: To determine to what extent the school system had a community of its own.
5. Teacher Attitudes Toward Student Behavior and Achievement: To give the teachers a clear picture of what their peers felt of the student's attitudes and abilities and to raise the question of whether those perceptions might have some relation to student performance.
6. Teacher Workload: To see which teachers in what schools, given the chance to respond anonymously, felt they were over- or under-worked.
7. Teacher Community Perceptions: To discern how variable teacher's perceptions were of community issues.
8. Teacher Willingness to Participate in an Experimental Program: To determine how ripe the district actually was for change and to solicit some commitment from the teaching community.

It was agreed that the teachers would be anonymous as individuals but that the information would be collected and coded by school.

The teacher's survey was field tested with the eight district subject supervisors and the members of the administrative staff of the Superintendent area supervisors. Only one supervisor out of eight reported difficulty with the directions. The time needed for explanation, administration, and collection of the surveys in the field test was approximately 30 minutes.

The Superintendent issued a directive instructing the principals to use the monthly teachers' meeting for February, held the second Monday afternoon of each month, to be set aside for the administration of the teacher's and principal's surveys. The surveys were administered by the district subject area supervisors and administrative staff who took part in the survey. None of the survey administrators reported any difficulty with the directions, or language of the instrument.

Certain survey takers were asked to predict the responses of other people to whom the survey was administered; the teachers were asked to predict the responses of the students, and the principals were asked to predict the teachers' and students' responses. The purpose for this was to allow the different constituencies in the school to compare the actual perceptions of other constituencies with their own. In addition, that information gave the Superintendent and the change agents a certain leverage when discussing what different constituencies believed and needed in the school system.

There were three student surveys: primary, intermediate and secondary. The methods of writing, editing and field testing the student surveys were similar to those used for the teacher and principal surveys. The information and rationale sought in the student surveys included:

1. Demography: To compare with Board of Education data to test the validity of the instrument.
2. Feelings Toward Schools: It was hoped that the combination of general feelings about school and specific responses about teachers, curriculum and services could be matched to pinpoint problems and also measure the consistency of the student's responses.

3. Feelings Toward Curriculum: To test the relevancy of the curriculum from the student's perceptions and to test the possibility of some curriculum areas (like Futures) that the students had not heard of.
4. Racial Attitudes: Much had been said about race relations in Paterson during the informal interview process and most predictions of students' feelings on the part of teachers and principals were contradictory.
5. Perceptions of Paterson Street Life: To attempt to measure the real extent to which students used drugs and alcohol.
6. Perceptions of the Paterson and School Community: It had been said that the urban community has changed and that the common sharing of perceptions (i.e., extended family, etc.) had fallen apart in the urban community.
7. Understanding of Social Economic Reality: Beyond the basic skills, the authors felt that the schools should be at least presenting a realistic, historic sense of the racism, class barriers and social problems the students would be faced with after graduation.

For the primary students, the test had to be made simple.

Research indicated that attitudinal data for the third graders and below was often inconsistent and unreliable. A "happy face - sad face" format, where students simply picked their preference by circling the appropriate face, was chosen. That format, according to University of Massachusetts Professor Ronald Hambleton, had been used in other attitudinal and psychological instruments with success. There was also a limitation on the primary students as to the depth and breadth of the questions asked. It was decided that the simplest perceptions of school climate, reading math, art, and the social issues of race and future goals would suffice to show that students have definite opinions and



questions about the world in which they live.

For the intermediate students and high school students, the instruments were almost identical with simplifications in reading at the intermediate level.

The surveys were field tested with randomly selected groups of ten intermediate and primary students at School Number Four and ten students at Eastside High School. It was decided after the field test that all students who were administered the survey would have each item read to them aloud by the teachers who administered the tests. This held across all grade levels--primary through high school.

During the week of 1 March 1979, 3100 surveys were administered to students in every school in the city of Paterson. In the primary and intermediate schools, 100 students in each of the schools were surveyed. Two-hundred surveys were administered at each high school, Eastside and John F. Kennedy. Every survey administered was returned and tabulated from the primary and intermediate schools, and 399 surveys were returned from the high schools. The sampling of the students was random. If a school had 400 students enrolled, the principal went through the school roster, class by class, and picked every fourth student. For absent students, the next name in a particular class was chosen. The only problem occurred in the high school. Because 200 students had to be identified, a roster had to be distributed throughout the school and the students were told to report to the cafeteria during one class period. There was a slight delay as apparently some of the students did not know where the cafeteria was.

This method of selection proved to be valid for the selection of a true random sample when the demographic data was reported with the results. At the intermediate level, 49.9 percent of the respondents were male and 49.1 percent female. At the high school level, 47.5 percent of the respondents were male as compared to 52.0 percent female. Grade distribution, racial background and age all accurately mirrored the district's demographic data.

### Findings

The information gained from the survey was tabulated and collated by computer at the University of Massachusetts Computer Center. As might be predicted, the survey resulted in the collection of far more information than the change agents could have ever hoped to fully document or comprehend. But, as hoped, a number of significant findings, which would provide the central argument for district support of a large-scale reform program, were provided by the results. A summary of significant findings follows. (See Appendix A, "Paterson Schools Survey.")

For students:

- High school and elementary students generally consider themselves "B" students.
- Perceptions of quality of home life and parent attitude shift negatively at the high school level.
- High school students think considerably less of the quality of their teachers than elementary students.

- While most of the students would grade themselves "A" or "B" in reading, a majority percentage of the teachers predicted most students would grade themselves "C".
- Most students feel their classes are the "right size."
- Most students feel that "punishments for misbehavior" were either too easy or much too easy.
- Among high school students, white students (who are a minority in the Paterson School System) feel a prejudice against them from their peers. Also, most students felt that the town's businesses were prejudiced against the black and hispanic population.
- High school students saw racial prejudice as less of a problem in Paterson than intermediate students did.
- Over 70 percent of the high school students gave the Paterson city government a fair or poor rating.
- Almost 30 percent of the high school students said that there is an alcohol problem among Paterson students.
- Drugs, among Paterson students, were a larger problem than was alcohol.
- All Paterson students are seeking a "better life" than their parents have had--and most feel that education is the key to that life.
- Patterns of prejudice, that the outside society discriminates against blacks and hispanics and white students are victims of prejudice in majority-minority schools, are clearly evident at the primary level (grades 1-3).
- A majority of both the intermediate and the high school students chose "the future" as the most important subject for them to study even though the Paterson schools have never had any such course offering.

For teachers:

- Over half of the teachers gave the school a fair or poor rating and almost a quarter of the teachers believed the schools were getting worse.
- Teachers saw themselves as the most significant group in contributing to quality education.
- Teachers gave a low rating for the effectiveness of community participation, student counseling and inservice education.
- Teachers felt that the strongest influence on a student's life was television followed by family and friends.
- Most teachers spent between five to ten hours a week in preparation for classes.
- Almost half of the teachers believed the punishment/reward system for good teaching in Paterson was ineffective.
- A majority of teachers believed that less than 20 percent of their students will go to college.
- A large majority of the teachers agreed that an intercultural curriculum is important for students to study.
- Forty-three percent of the teachers said they would either actively or probably transfer schools to take part in "experimental" programs.

For Principals:\*

- Most of the principals in the Paterson schools felt that significant improvement is needed in the Paterson schools, but most principals reported that schools would probably improve.

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\*A flaw in the process was that, because of the school-by-school method of data collection, the principals could be readily identified. It is possible that answers reflected the knowledge that the Superintendent knew who they were. (These findings also included Vice-Principals.)

- The principals identified the Superintendent as very effective in causing significant school change while rating as least effective the Board of Education, community participation, counseling services, provisions for cultural differences and achievement tests.
- The principals saw themselves as very effective in affecting school change.
- Principals said they spent most of their time communicating with parents and in classroom supervision. Almost half of the principals felt they spent too little time in classroom supervision.
- Just over half of the principals said teachers were performing at a satisfactory level.
- Over half of the principals said they would probably seek transfer to participate in experimental programs.

In the month following the administration of the teacher, principal and student surveys, a community survey was developed, field tested and administered. The selection process for the parents was similar to the students'. Students were chosen randomly by class roster and told to take the survey home to their parents. Surveys were to be returned the next day. Principals were asked not to give the surveys to the same children who had taken the survey in class. Parents who had more than one child in school and received more than one survey from their children were asked to fill out one survey and answer the questions for one child. Community surveys were also printed and distributed in Spanish and distributed according to the discretion of the teacher or the principal. One limitation might have been that the parents did not have a controlled environment in which to take the survey and could have contacted other parents before making choices. Thirty-one hundred



surveys were distributed throughout the community and over 2700 were returned. The ethnographic data reflected data available at the Board of Education. Significant findings follow.

For parents:

- A majority reported that they were satisfied that the schools were doing an adequate job of educating their children.
- Almost half of the parents reported that their children enjoyed going to school "very much" and the same majority believe their children are "good readers."
- More than half of the parents sampled believed that their children were receiving enough individual attention and the same majority were satisfied with the remedial support offered by the schools.
- Parents viewed the family as the major influence on a child's life followed by teachers and religion.
- Close to 40 percent of the parents believed that their children needed more choice in learning activities.
- The parents rated "the future" third out of 18 subjects in terms of importance to study, behind reading and math.
- Almost half of the parents believed that their children will be well prepared for college but only a small number felt their children will have a better life than their parents.
- Parents saw truancy as a major problem in Paterson.
- Most parents feel the school officials are always willing to listen to their concerns and more than half of the parents said they visit schools more than twice a year.
- Over one-third of the parents felt that their neighborhoods were at least somewhat unsafe for their children to walk in at night.

- Many parents expressed a willingness to allow their children to transfer schools to take part in experimental programs.

### The Application of the Findings to New Program Development

Enough significant and interesting data was drawn from the 1978 Paterson School Survey to allow the change agents to make a case for a far-reaching reform effort in the Paterson schools. The wide distribution of the survey did not, as was originally hoped, create high visibility to the efforts for reform or discussion among groups over the findings. Despite a slight community furor in one of the majority white neighborhood schools that the racial questions were a prelude to bussing, the survey information was gathered, compiled and released without much notice.

The challenge before the change agents at this time was mainly to identify which results would show the necessity for a reform effort. There was so much information from the survey that it was hard to pinpoint the information that would ignite the spark for change.

On March 8, the information collected in the surveys was disseminated to the teachers and administrators in the school system. A long cover letter from the Superintendent accompanied the results. The purpose of the letter was: (1) to create the rapport for change; (2) to introduce the concept of "futures" as a potential curriculum area; and (3) to test the water for the initiation of new programs.

The letter stated:

. . . Most of our students feel that less than half of our kids should go to college under ideal conditions. Does this indicate that many of our students have abilities and aspirations that our teachers do not perceive and, therefore, consciously or unconsciously, in effect, dampen these aspirations? Is there a reservoir of desire which we should be channelling toward increased constructive efforts?

The preliminary results do evidence some discrepancies in attitudes among students, teachers and administrators. The students have misled themselves in some areas and the teachers and administrators are not as aware of some of the students' attitudes as I had hoped.

The letter concluded by saying:

It is now our task to develop programs which help students to know where they are, help them decide where they want to go, and, most importantly, get them there.<sup>1</sup>

The rest of the letter stressed that reading and the future would be the substance of such an effort.

Throughout the following week, the Superintendent, his consultant, and the author discussed a number of strategies for implementing a reform: One option rested on a drafted directive from the Superintendent outlining a number of practices to be changed in the administration, curriculum, and services delivery of the school system; another involved the writing of a curriculum and "differentiated staffing" plan to be implemented in the school system; and the third option, seen then as a way of implementing one of the above plans, was the recruitment of a team of support staff from within the school system. The cause for this strategy was that in the survey, 43 percent of the

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<sup>1</sup>Superintendent's Cover Letter to the Preliminary Results.

teachers had indicated that they would be willing to transfer schools to participate in experimental programs.

It was decided that the support staff team was to be recruited immediately and that applications would be sent to all teachers and administrators inviting them to join the team.

### Conclusion

The Paterson School Survey was the first district-wide action taken by the change agents toward the development of a school reform program. The action gave the effort visibility and information separate from that accrued through existing sources by the Board of Education. The change agents, following the pattern of spontaneous interventions, had now identified existing problems in a different context. They were now able to move independent from the existing system.

In addition, the survey asked for the opinions and attitudes of groups who had, until then, never been systematically approached for their perspective on the Paterson school system. From the information gathered from those groups came the initiative for the establishment of an internal change agent team; the political base toward the kinds of reforms called for in Chapter I had begun to emerge. The next step would be the development of the programs.

## CHAPTER V

### THE DEVELOPMENT OF PARALLEL PROGRAMS

#### Introduction

The purpose of this chapter is to outline the process of parallel program development in the city of Paterson during the planning and staff recruitment period from March through August of 1978. Attention will be paid to: the evolution of the goals and guidelines toward changed teaching practices and school climate within the programs, the actions of the external and internal change agents to enact the programs, and the form and content of the inservice training period in preparation for the programs.

At this time in the development of the programs, it is important for the reader to note that the definition of what the programs would eventually become and the process by which that definition was reached were concurrent events. Following the pattern of development explained in Chapter II, "spontaneous interventions," the change agents never equipped themselves with long-term objectives or goals. At each stage in the process throughout the Spring, the change agents would approach a given task with certain information which applied the general goals of improved school climate and more instructionally effective schools. Information levels of support among the staffs of the participating schools and the opinions of the change agents would provide the agenda for the change agents to decide what the next potentially successful



task would be. As the number of tasks undertaken by the change agents increased, so did the base of information and from that process. Specific goals and an educational philosophy then began to emerge to which the change agents became committed. The goals and philosophy became the substance of the parallel programs.

For reasons of clarity, the author has separated this process into three parts: (1) the conditions prior to the task; (2) the process of the task; and (3) the results of the task. The stage divisions were chosen at points, in the author's judgement, where the change effort took a sudden, new and different direction. At these points, previous tasks and strategies were shelved and new ones took their place. At each stage in the process, the author will attempt to show how the process of spontaneous intervention worked to build the framework of the programs. There are four stages to the development of the programs: (1) the development of philosophy and goals of the programs; (2) the development of the parallel school methods and guidelines; (3) the training and program preparation for the programs; and (4) the monitoring of the programs during the first semester of their operation.

#### The Development of Philosophy and Goals of the Parallel Programs

The conditions. When the ICAT first assembled in April 1978, the team consisted of four teachers, three central office administrators, and the assistant to the consultant for the development of new programs (the author). Later, the two hispanic members were added full-time and an

additional outside research assistant was hired to work from May through June.

There were two roles defined by the Superintendent and the consultant at this stage: one for the coordinator and one for the team. The coordinator's role was to coordinate the activities of the team; act as liaison between the team and the Superintendent, between the team and the consultant and, because the consultant was teaching in Amherst, Massachusetts, at the time, between the Superintendent and the consultant. The role of the team, as defined by the Superintendent during the first meeting with the team and the change agents, was to "recruit staff who would take an active role in developing sound educational programs to better meet the goals of the thorough and efficient legislation according to the district's needs."<sup>1</sup>

The team was quartered in the library of one of the elementary schools about four blocks from the Board of Education. The team had no budget, no materials, one table, one desk, and the use, when needed, of a work study student from one of the high schools to type and provide secretarial services after school hours.

The resources the team did have were: (1) a shared commitment to reform of educational practices in the Paterson schools; (2) the findings and summary report of the Paterson School Survey (which included fifteen recommendations for new programs, administrative practices and

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<sup>1</sup>Internal Change Agent Team (ICAT), Progress and Potential, Volume II, a report to the Board of Education, March 1979, p. 16.

further studies; and (3) direct access to the directive power of the Superintendent of Schools to initiate new programs.

The most important piece of information the team had to work with from the survey was the fact that 47 percent of the teachers had expressed a willingness to transfer schools to participate in the development of new programs.

The process. During the first week of the team's operation, the consultant had identified that a critical mass for reform of the district would be intervention into eight schools. The Superintendent then identified the schools and notified the principals of those schools that their schools would be the sites for new programs. The programs, Napier said, were to be coordinated out of his office by ICAT, with the start of the programs occurring in September 1978. The principals were told that the size of the program would be determined by the interest generated among the teachers throughout the school system and an undetermined number of teachers would be transferred into and out of the schools which were selected.

The criteria of selection and the schools identified were:

(1) schools of obvious need as determined by low test scores, staff dissatisfaction and general poor learning climate (Eastside High School and the Martin Luther King Middle School); (2) schools of guaranteed success of the programs because of their present effectiveness (School 13, a large K-8 school; Roberto Clemente, a small recently renovated K-3 school known for its success in the bilingual community; and School 14, a small innovative K-4 school in one of the poorest

neighborhoods in the city); (3) schools which were politically supportive (School 4, the Superintendent's old school); (4) schools where the Superintendent wanted to monitor the principal (School 15); and (5) a school at the edge of the city with a large white student population (School 7).

The first task for ICAT was to verify the results of the survey and, before making larger plans, to find out if there was a large number of teachers who were actually willing to transfer schools to participate in experimental programs. It was decided that the best method would be to visit each of the schools and address the teachers during their teachers' meeting to explain the new role of ICAT and the potential for experimental programs. In preparation for the visits, ICAT developed a common presentation defining their experimental program goals as a team and the preliminary structure of the programs. The source for the determination of goals was the 1978 Paterson Schools Survey. The program goals were kept brief and general to insure that the teachers who joined would have a maximum of flexibility in planning when that time came.

For the purposes of the presentation, the goals and rationale for the goals were defined as follows:

1. The development of a positive self concept for Paterson students. It is clear from interviews with teachers and students and from the 1978 Paterson Schools Survey that students in Paterson do not have a clear perception of where they are educationally, where they would like to go or how to get there.
2. Improvement in students' ability to read, write and communicate effectively. Reading is a prerequisite in



education and life. It is our conviction that no reform in the Paterson schools is real unless that reform seriously addresses the reading problem. As the central curriculum element, reading must be integrated into all curriculum areas and offered in a variety of instructional settings in order to improve the reading performance of students.

3. Staff involvement. For too long, Paterson teachers have been frustrated by "top down" education reform which has been insensitive to individual teaching and learning styles. It is our conviction that in the parallel programs, teachers can and will assume responsibility for curriculum development and student assignments to better meet student needs.
4. Parent involvement. For too long also, parent involvement has been ever present in Paterson's educational rhetoric and sadly absent from Paterson's educational reality. For the parallel programs, we seek teachers who are willing to go out and meet the parents and recognize them as equal and irreplaceable (sic) partners in the education of their children. Because it is our understanding that absence of parental support can cripple our efforts, parallel programs will emphasize providing parents with the resources to assist and support the education of their children and adequate information concerning the educational progress of their children.<sup>2</sup>

The term and original definition of Parallel Programs first emerged during the preparational meetings prior to the original teacher presentations. The term "parallel programs" was chosen to identify it as different from the Board of Education program in the schools and to avoid the negative connotation of the term "alternative schools" which, for many, represented a failed attempt by the counter-culture to informalize learning and de-emphasize the basic skills--an attempt which was enjoying a period of resurgent popularity at the time. The definition

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<sup>2</sup>Ibid.



of the programs to be used was: "teacher designed, school-within-a-school programs." ICAT members rehearsed the above speech and asked each other questions to test their ability to both maintain the openness of the design and assure the teachers that the team was organized and able to eventually deliver the promise of the programs.

The teachers were also given a half sheet of paper and asked for their name, school, and, simply, whether or not they were interested in the programs as they were defined by members of ICAT. The teachers were also told that if they checked "yes," that they were interested, they would be interviewed individually by members of ICAT for their ideas for the program.

The result. When ICAT returned, they brought with them positive responses from 423 teachers in the Paterson School System. The 47 percent who had indicated such a willingness in the Paterson School Survey equalled 437 teachers. The strategy of tapping a frustrated pool of teachers throughout the system to assume the responsibility for implementing the programs seemed to be accurate and potentially successful. This also led to the decision that the programs would be staffed voluntarily.

At the same time, a certain displeasure was expressed to the Superintendent by the principals at the manner in which their schools were chosen for the programs and the impression that the programs would be beyond their supervision. The Superintendent assured the principals that they would maintain their supervisory role over the parallel

program teachers in the school, but explained that they would have to evaluate the programs and teachers according to the new program criteria which, at that point, did not exist. This combination of events, the results of the presentation and the assignment of schools, identified the teachers in the program as the major planners for school change. It also created a certain adversary atmosphere between teachers and principals which charged the conversation of the teachers and ICAT members who had recently come out of the classroom.

#### The Development of Parallel Program Methods and Guidelines

The condition. The next period of time for ICAT was spent brainstorming reform ideas with teachers and trying to reach some consensus toward solutions. This period lasted close to one week. During that time, team members began to show the first signs of frustration from lack of specific direction. Teachers were returning to the ICAT office and requesting more information and leaving, obviously disappointed, when that information was not forthcoming. If teachers were going to volunteer, what would they volunteer for? What would they be doing? Would teachers be grouped according to friendships and just told to plan a program?

The coordinator left disappointed that week; there was the unfulfilled expectation that groups of teachers would have already begun to meet, discuss plans and begin to define their own programs--coming to ICAT for guidance, research and assistance in proposal writing.

The process. The following Monday, the coordinator proposed the "Matching of Teaching and Learning Styles" as the theme for the program. The survey had shown that many students, teachers and parents felt that more choice was needed in the schools. The coordinator and the consultant had spent considerable time discussing the issues of choice for consumers in American education, and the New Jersey legislation for T&E recommended that schools identify or develop:

. . . educational programs for each school which can be used to achieve objectives established by the district and determine any resources needed to carry out each program. Program planning should consider individual student differences, ranges in aptitude, talents and interests; responsiveness to different teaching approaches; differences in socioeconomic advantage; and the needs of the handicapped, bilingual, and other minority students. It may be necessary to use multiple educational programs to reach a suitable level of achievement for the individual as well as the group.<sup>3</sup>

The other members of ICAT discussed the proposal and agreed that matching teaching and learning styles would be a worthwhile and viable method of organizing the programs and teachers.

The result. Using a system of descriptors from An Administrators Guide to New Programs for Faculty Management and Evaluation by Rita Dunn and Kenneth J. Dunn, ICAT was now able to plan for the program in an educational context. A report was issued throughout the school district entitled "Matching Teaching and Learning Styles: A Position Paper for Parallel Programs." In the paper, ICAT informed teachers that the

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<sup>3</sup>New Jersey State Department of Education, T&E Primer, Trenton, New Jersey, 1977 (Pamphlet).

teachers for the programs would be organized according to their teaching styles and brought together in teams to begin planning for the September programs. The four classifications of teaching styles identified were: open, traditional, individualized and alternative. The teachers who wished to stay with the program were asked to fill out a survey (also from Dunn and Dunn) in which they identified the methods, personal styles and curriculum they preferred as teachers. ICAT compiled the data by hand, and each teacher was interviewed again by two different ICAT members, a teacher and an administrator. The compilation of the learning styles inventory plus the interviews allowed ICAT to classify the teachers according to their preferred teaching styles, the grades they were certified to teach and their subjects studied since they received Bachelor's Degrees and their outside interests. ICAT at this time also undertook the sensitive task of weeding out teachers who, they felt, only wanted access to the program to get transferred out of their present school for personal reasons and were not interested in the task of establishing new programs.

By the end of May, ICAT was able to bring the teachers together in groups to begin planning for specific programs and decide compatible group arrangements. More important, the team now had a specific definition of parallel programs that was accepted by the teachers, that was different from the objectives of the Board of Education and that met standards set by the state as Thorough and Efficient (T&E) legislation.



Parallel programs were now "alternative school structures, designed by participating teachers, within existing school buildings, which will better match the individual learning and teaching styles of the Paterson schools."

With this information, ICAT was able to go to the Superintendent and the schools to begin negotiating the space and best program clusters for the schools.

### The Development of the Program Guidelines

The condition. By June, ICAT had narrowed the number of teachers in the program to 90 who were grouped, according to grade level, interest and results of the Dunn and Dunn survey, with the same kind of teachers they would be working with. The clusters had not yet been developed and teachers were anxious to begin planning specific classroom strategies. However, ICAT had fallen behind in planning for the summer inservice program which had been set aside for the planning and development of the programs. The Superintendent had secured the services of the Educational Improvement Center (EIC) of New Jersey, a state-funded teacher resource and inservice center established to assist local communities in implementing the goals of the T&E legislation. The consultants had worked out a system of rewarding inservice credits which could be applied against district equivalency degrees and pay raises for the parallel programs in service. ICAT, however, because it had become so busy negotiating with principals, working with teachers and assembling information on the aims of the program, had not been able to devote the



necessary time to planning for the inservice training which was to come from EIC.

Also, the consultant and his assistant (the author) felt that many of the original objectives of the program, such as reading and parent involvement in the programs, had become lost in the process of recruiting and teaming teachers. It was also realized at this point that ICAT and the teachers in the program were as yet unable or unwilling to set their own demands on themselves.

The process. The consultant to the program and the program coordinator independently drew up a list of program objectives against which the programs would be evaluated. The items on the list follow:

1. All teachers will be responsible for the development of a reading component throughout the curriculum. In addition, for all children reading below the state set minimum requirement, those children will (1) meet in small groups once a week, (2) read orally to the teacher at least once a week, and (3) have access in the classrooms to a variety of non-formal reading materials such as magazines, paperbacks, newspapers, etc.
2. Every program will be asked during the year to identify for each child some positive personality trait, talent or interest. The teachers will be asked to identify this trait and document the ways which, through the parallel program, that trait can be further developed for the child through positive reinforcement.
3. Every program will be asked to identify a single learning block or problem of each child which is critical to that child's continued learning (spelling, phonetics, carrying numbers in addition, etc.).

4. Every program team and every teacher will be asked to develop a strategy for overcoming that learning block or problem, implement that strategy and report the results.
5. In any parallel programs serving students who speak Spanish as a first language, teachers will be asked to recruit community volunteers during the year so that, for every Spanish-speaking student, there is a Spanish-speaking adult available.
6. Every program will be asked to develop a unique regular aesthetic component, such as art days or a program play, to enhance the expressive needs of the student.
7. If a student is absent for more than a total of ten days, a teacher member of the program will have the responsibility of directly contacting the parent to find the reasons why and to prevent absence and truancy in the future for that child.
8. For every program, there will be a parent advisory council which will have the responsibility, with guidance from the team, to run some form of inservice program for the teachers on the team.
9. Every parent will be seen by the teachers at least once a term singly or in groups.
10. Parents will be given the opportunity to request the kind of grading systems they prefer for their children (grades, percentages, evaluations, etc.). Teachers will be asked to comply with each parent request individually. At the secondary level, a supplementary grading system will be developed upon parent request for the child.

In addition, a number of specific requirements were made of each of the individual school programs:

1. Traditional Programs: Two-thirds of the work in the classroom has teacher-specified requirements for success, made clear to the

students at the outset, which will be incorporated into the grading system. Through this, teachers will be able to communicate to students and parents specific goals and objectives of both short- and long-term learning activities.

2. Open Classroom: For one-third of the time, students will be required to work in groups of five students or less. This would mean roughly seven to eight hours per week.
3. Individualized Classroom: For at least one-third of the curriculum, including reading, a system of weekly learning curves illustrating student progress will be developed by the teachers to facilitate the evaluation of the individualized approach.
4. Alternative Programs: For one-third of all learning activities, teachers must provide two very different ways for a student to accomplish the objective of that learning activity.

The new guidelines were presented to the ICAT stressing their importance in developing a stronger, more initiating role for the teachers within the schools and their strict application to the original ICAT goal of parent involvement. The ICAT team accepted the guidelines enthusiastically but had some reservations about "delivering" them to the teachers. The format for presenting the guidelines to the teachers would also occur the next day at an all-parallel program teacher meeting. It was also agreed at the meeting that the guidelines would serve as the substance of the inservice sessions during the summer. Teachers would be asked to develop plans to specifically meet each of the objectives as part of their regular class planning for the next school year.

The result. The result of the presentations of the guidelines was one of the most bizarre events of the whole development of the programs. The guidelines were established as the single radical list of objectives that was different from the traditional approach of the Board of Education. But presentation of the guidelines was so disorganized that a large number of the teachers came close to resigning from the program. The change agent team lost faith in the ability of the consultant to carry out the programs and, in anger, spent all of that night until early the following morning doing the next week's work--assigning teams of teachers to specific schools and programs for the following year. The action taken by the ICAT proved to the team that they were capable as a team of taking initiative action. Their ability the following morning to go to the teachers, with the program proposal in place so that teachers would be able to begin planning to meet the guidelines in an organized manner instead of feeling that a whole new list of requirements was suddenly sprung upon them, saved the program from dissolving.

This event is documented because it marks the moment that the ICAT team, now a cohesive group of former teachers (the administrators, who had never been relieved of their administrative duties, had drifted back to their earlier tasks) took predominant control of the programs.

Within the next month, the Board of Education, because of other political disagreements, would refuse the Superintendent's request to renew the contract of the major consultant. The author was promoted to serve as acting director of a federal grant program for inservice



training and, unable to work directly with ICAT, moved to an advisory role in the policy and editorial role in the documentation of the parallel program activities.

Now working directly under the Superintendent, most of the day-to-day decision making for the parallel programs belonged to ICAT working at about the same policy level as the building principals in the development of the programs.

### The Inservice Education Program

Another key element to the development of the programs was the ability of the change agents to negotiate a liberal inservice education component with the Board of Education. In Paterson, district inservice credits are applied to equivalency degrees which mean substantial raises for employees who take part in the program. The accumulation of 30 credits equals the Master's equivalency degree, and moves the teacher up one step in the pay scale.

Throughout the summer up to the time covered by this study, teachers were able to receive 12 credits for 60 hours of inservice attendance. From January through June 1979, ICAT organized specific inservice courses according to the training needs identified by teachers for an additional six credits to complete the maximum inservice package allowed by the Board of Education.

The original inservice training was provided by EIC as stated earlier and consisted of exercises to help teachers clarify their perceptions of the learning styles and management-by-objectives plans to



assist teams in meeting the guideline requirements. As the summer evolved, however, EIC staff received low ratings in session evaluations and ICAT took over the EIC role. In addition, ICAT then sought inservice trainers from local colleges, curriculum material companies and visitors from other alternative school programs to run the inservice workshops. Under ICAT direction, the ratings of the inservice sessions by the teachers rose considerably.

The concept of allowing the ICAT to coordinate and run its own inservice, teachers preparing programs for teachers, was one of the most important strategies for the passing of added responsibility to the change agent group.

### Conclusion

The process of the development of Parallel Programs in Paterson was such that the goals, standards of performance and substance of the programs slowly became defined through a combination of efforts by an internal change agent team and a pair of outside consultants supervised by the Superintendent of Schools. The process, which was undefined at the beginning, progressed through the collection of certain information previously ignored by the school district and applied to tasks which, when successful, led to a comprehensive and organized effort for institutional reform of the schools. When the process was stalled by a lack of fresh ideas, interferences from the bureaucracy or the failure of one of the tasks to produce the desired results, the outside change agents responded with what has been called as "spontaneous intervention." In

most cases, that intervention served to continue the process of the reform effort.

Another trend in the process of the development of the parallel programs was the transference of power from the Superintendent of Schools to a hired consultant to the consultant's assistant and finally to the group of teachers who were taken out of the classroom to implement the change. Along certain points in the process, the role of primary decision maker for establishing scope, day-to-day operation, and initial policy formation changed hands as different actors in the process amassed more information and were, by their tasks, closer to the ephemeral events. At all times, however, the final power for implementation rested with the Superintendent of Schools and the Board of Education. The success of the various change agents was dependent on their ability to judge what actions were compatible with the Superintendent's vision of reform and the standards set by the Board of Education. It should be noted that at all times the change agents felt the pressure of being closely watched by the Board of Education, other central office staff, principals, and other teachers in the schools who were not involved in the process.

Finally, because of the reasons outlined above, the change agents felt they were under a constant pressure to produce new information and show progress in their efforts. Part of the reason for the survival and ultimately the success of the programs as defined by the teachers was probably related to that productivity under pressure.

## C H A P T E R    VI

### A SUMMARY PROFILE OF THE PARALLEL PROGRAMS

#### Introduction

The purpose of this chapter is to provide the reader with a picture of the intervention of the change agent's efforts in the individual schools. Since analysis of individual programs is beyond the purview of this study, the information contained in this section is primarily descriptive. The author did not monitor individual programs once the school year started and the programs were begun. Information in this section was gathered from informal conversations with the participants, the ICAT staff who were assigned to monitor specific programs, instances when the author was asked to intervene, and Volume II of the Report on Parallel Programs which was submitted to the Board of Education in May of 1979. This section is intended to provide background data for Chapter VII, "The Assessment of Parallel Programs," and a sense of the political forces at the school level which relate to the purpose of the study.

In September 1978, school doors opened to 23 parallel programs staffed by 88 teachers in eight Paterson schools. Some clusters (the term given to the 23 individual school teams) had worked very hard during the summer and some had not prepared at all. Some principals approached the new programs with enthusiasm, some with an attitude of benign neglect and some with cynicism. Certain ICAT members were better

able to deal with day-to-day problems, and to inspire the teachers, than were others. Some schools, prior to the institution of the programs, had better school climates than other schools did. All of these factors were vital to the success or failure of the individual programs.

### Schools and Programs

School #4. School #4 was designed to be the model Parallel Program school. The entire school was clustered around the four identified teaching styles. The principal and many of the teachers were actively involved both in training and identifying students whose needs best matched the teaching styles. There were traditional programs for primary (K-2), intermediate (3-6) and upper (7-8) students; open programs at the primary and intermediate levels; alternative programs at the intermediate and upper levels; and an individualized program at the intermediate level. Most of the teachers in the school had been there during the previous year and program offerings were built around their teaching styles. Teachers were added for the open classroom program.

The school was one of the oldest operating schools in Paterson and the student population was almost entirely black. The Superintendent of Schools was formerly principal of School #4, and his faith in the programs was demonstrated by his initiative in making the entire school parallel.

Among the impacts of the Parallel Programs were:

- the open primary program; students were awarded play money to reinforce positive behavior and then the money was turned in for prizes at the end of each week;

- reading was included as it related to the school field trips;
- one of the clusters painted a whole wall of the cafeteria with a mural on nutrition;
- folders were kept in the traditional primary program on special interests and talents of each individual child;
- in the alternative program, the teachers sought community members to serve as guest speakers and lecturers;
- the primary traditional program was the first program in the city to organize a parent council which prepared an inservice session for the teachers, and two of the other programs had regular parent tea meetings after school.

School #7. School #7 offered two programs: one open-primary and one individualized-intermediate. The school had the highest white student population of any school in the district and probably the highest family income level. The participation of the teachers in training was good and the cooperation of the principal was given right from the beginning.

The impact of the programs in School #7 included:

- videotapes made by an ICAT member of the orientation meeting for the parallel school parents;
- the use of scripts of popular television shows in the individualized program;
- parents were recruited to assist in classroom learning activities, chaperone field trips and share what they did for a living with the students through special presentations, and work with the school in raising funds to build the library collection.



School #14. School #14, the oldest and smallest of the Paterson schools, only contained kindergarten through fourth grade. This school was also one of the most cooperative because the principal shared a professional interest in the theories of matching teaching and learning styles. There were three programs in the school: one alternative, one traditional and one individualized. At the end of the first semester, the principal asked to have his school made into a full parallel school.

The impacts of the programs in School #14 were as follows:

- in order to assist in the identification of positive traits, the alternative program organized a drama club, assigning students to different tasks according to their abilities and interests;
- the alternative program also set up a system of learning centers to help in identifying and remedying learning blocks of individual students;
- a strong parent advisory council was organized by the alternative program.

Public School 13. Public School 13 exhibited the strongest resistance of any K-8 school to the parallel programs. The programs were housed entirely in leaky portable buildings apart from the school that were remnants of an old federally-funded program. But the parallel programs were staffed by some of the most feisty and vocal teachers in the system, and as the school year went on, the programs became more popular with the principal. One of the high points of the year for the entire parallel program effort was when, during Christmas assembly, the parallel program teachers and students got up to sing an original School 13 parallel program song, and they were joined by the principal

who knew all the words (the report was that he was a little flat on the low notes, but you take what you can get). The school had two programs: an individualized primary and a traditional intermediate.

Their activities included:

- the individualized students made personal dictionaries and biographies;
- listening centers were also set up in the individualized program;
- senior citizens visited the classrooms to give histories of Paterson, and presentations on black and hispanic culture;
- the traditional program set up a strong parent advisory council.

Roberto Clemente School. Roberto Clemente School had two programs: an individualized primary and an alternative primary. The school itself was small (1-3), newly renovated, and had an excellent school climate before the programs were instituted. The school had a very high bilingual population, and the resistance by the principal was very high for any new program. The teachers in the program, however, were very persistent throughout the first year.

They accomplished:

- an interdisciplinary approach to science and health using reading as a key component;
- in the individualized program, individual assignments were prepared for every student in academic, social and creative areas;
- a program was established where high school students tutored math to the individualized and alternative students at Roberto Clemente School.

Martin Luther King School. Martin Luther King School was the only middle school in the system and suffered, before the arrival of parallel programs, from a feeling of "we only have the kids for two years, so what can we do?" The teaming concept never really came together there; however, there was a "Roots" project coordinated by parallel program teachers for students to trace their family trees.

Eastside High School. Eastside High School was the most frustrating program in the entire project. Only two members of the two alternative teams attended any inservice activities. Intervention by everyone involved in the project, including the Superintendent of Schools and the consultant for programs, produced no results. The school was the only program not to be staffed fully by volunteers. One of the concerned teachers did use ICAT to initiate the Roberto Clemente tutoring program, and another attempted to get some part of her program dedicated to "futures."

After six months, the pretense of having a program was abandoned, and it was decided that a full year of planning would take place before another program would operate at Eastside.

### Conclusion

The process of developing the substance of the parallel programs in the classrooms can be described as formative. The management-by-objectives approach had led many of the parallel program teachers to institute their changes by initiating and experimenting with projects instead of changing curriculum materials. Curriculum changes did occur

after the period covered by this study in a number of the parallel program classes.

From the descriptive data, one observation that can be made was that there was a relationship to the success of the program and the climate of the school. One might assume that the acceptance by peers and the approval of principals to the program weighed heavily in determining the success or failure of the initial efforts of the programs.

The extent to which the program guidelines and design of the four learning styles influenced classroom behavior is not covered in the chapter. Those influences are better demonstrated from a review of the assessment and the analysis of the assessment data in the following chapter.

PART III:  
ANALYSIS AND CONCLUSIONS



## CHAPTER VII

### ASSESSMENT OF PARALLEL PROGRAMS

#### Introduction

In the design of the parallel programs, four separate assessment strategies were mandated: an ICAT assessment, a teacher peer assessment, a principal's assessment, and finally the superintendent's assessment. The first and most extensive of these was the ICAT assessment, which is the basis of analysis for this study. The remaining assessments were not completed until the summer beyond the purview of this study.

The nature of the parallel program assessment was formative; it was intended not to evaluate the programs for success or failure but to measure the extent to which the four program styles and the guidelines served the instructional change effort. Teacher opinions of their own performance were used to plan inservice training, plan modifications in the guidelines and provide an overall picture of the success of the programs.

The assessment of the programs, conducted after the first seven months of operation, was the last stage of involvement for the outside change agents. Following the collection and analysis of the data, the parallel programs were entirely in the domain of the superintendent, the ICAT and the teachers in the programs.

The purpose of the assessment was to determine (1) the extent of the differences among the four program styles; (2) the quality of the

inservice training for the programs; (3) the progress in reaching the ten guidelines; (4) information on what instructional changes actually occurred; (5) extent of teacher decision making; and (6) the success, in the opinion of the teachers, of the parallel programs.

The most important goal for the assessment was to center the discussion and the development of the programs on the problems and successes as determined by the teachers and ICAT. It was hoped that the data collected and the format in which it was provided would ensure concentration of inservice and program modification on the actual needs of the programs.

#### The Methodology of the Assessment

The initial assessment of the parallel programs was designed specifically and solely for the Parallel Programs. The two original change agents met with ICAT on December 1 to engage in a brainstorming session of all the questions and issues which could possibly be asked the teachers to determine the success and needs of the programs.

From that point, ICAT prepared three separate drafts which were added to, edited and categorized by the change agents. Following every editing, there was another meeting with ICAT to review the changes and discuss further alterations. The first draft was completed on December 8, the second on January 5, and the third on January 8.

The final form of the assessment was divided into six categories:

(1) Program Elements: Teachers were asked to answer questions concerning the amount of time spent on various instructional and classroom activities. The purpose of this section was to see what commonalities and differences, if any, existed among the traditional, open, individualized and alternative programs.

(2) Inservice Programs: Teachers were asked to give their opinions regarding the appropriateness of the inservice sessions offered to them during the year. Also, a list of needed areas for future inservice was provided by the teachers.

(3) Degree of Acceptance of the Ten Guidelines and the Degree of Implementation of the Ten Guidelines: Since Parallel Programs were based on ten guidelines, teachers were asked to indicate on a scale of 1 to 5 to what degree they have accepted the ten guidelines as the ideal framework of their programs and to what extent they were able to implement the guidelines.

(4) Program Guidelines Information: Teachers were asked to describe their reading and instructional materials, to list learning problems identified for individual students, aesthetic activities and to include any new grading system used.

(5) Decision Making: Teachers were asked to explain the areas in which they thought they should have a primary decision making role and to indicate whether or not that role had been provided in the planning and first five months of operation of the programs.

(6) Summary Page: This section was divided into nine parts. Teachers were asked to list strengths, weaknesses and recommendations

for the program. They were also asked to suggest ways to choose students for the next year's program, their opinion of ICAT's role, and whether or not they wanted to continue with the program.

In the final part of the sixth section, the teachers were asked to give their opinions as to the extent they considered the parallel program approach to be an effective reform strategy for the Paterson school system.

The assessment was field tested by members of ICAT. The only audience who would understand the questions in the survey would be the parallel program teachers; and it was felt that if parallel program teachers had been allowed to see the survey before the entire staff did, there may have been decisions within certain parallel programs to answer questions as a group. The best method, it was decided, was to make sure that teachers gave individual responses so that perceptions could be shared within groups.

#### Compilation of Data

It was decided that there would be three separate compilations of the data for the teachers. First, each ICAT member who had been assigned to monitor and assist a program would collect the information within that program to work with the teams individually. Second, a compilation of the data would be assembled for ICAT and program use on the specific strengths and weaknesses of the programs; and third, the data would be prepared for presentation on the success of the programs in general. Appendix C is the report of the data on the programs in general.

### Limitations of the Assessment

The purpose of the assessment was to measure the teachers' perceptions of the programs. Since the programs were primarily designed with and for teachers, it was felt that they should be allowed to give their own perceptions before those of the principals, the community and the superintendent were given. It was also decided at the time that students would be asked to give their impressions of the program, with similar questions being asked of other students of other programs at the end of the school year. Ideally, it was hoped that the student perceptions could be postponed for a year until the results of the minimum basic skills data could be compiled in the same report with the students' perceptions of the program. In addition, since the writing, editing and reporting of the data had never been done before by any of the participants, it was a very time-consuming process, limiting the time which could have been spent organizing the other assessments at the same time.

Another limitation was that the instrument was very long with a large number of open-ended questions requiring some reflection on the part of teachers. It is hard to determine if the answers would have been more accurate if the teachers had been allowed a few days to fill out the answers. Most of the teachers completed the instrument within the 45 minute period allotted.

The assessment was administered to the teachers after school on January 16 by ICAT members and the final report was completed and printed in March.



### An Analysis of the Assessment Data

This section is a subjective analysis and interpretation of five major conclusions drawn from the information gathered through the assessment data. The assessment showed that:

1. The Parallel Programs were generally successful in their first five months of operation (Appendix C; Section VI, H).
2. Teachers in the open, individualized and traditional programs recognized the Parallel Programs' approach as an "effective . . . strategy for reform in Paterson" (Appendix C; Section VI, H).
3. The secondary alternative programs were not successful due not to the design but to the lack of teacher and administrative support (Appendix C; Sections II, III and VI, A and G).
4. The ten guidelines were generally accepted and represent the programmatic substance of the programs (Appendix C; Sections III and IV).
5. There was a consistent instructional difference among alternative, traditional, open and individualized teaching styles (Appendix C, Section VI, C).

Overall success. The Parallel Programs' assessment of teacher perceptions yielded a number of responses that allowed a reasonable conclusion that the programs were successful in the first five months of implementation. In answer to the question "To what extent do you consider the Parallel Programs' approach to be an effective reform strategy for the Paterson Schools?" the teachers were asked to rate their answers on a scale of 1 (not effective) to 5 (very effective). If the 5's and 4's are interpreted as rating the strategy effective and the 1's and 2's

are interpreted as rating the programs as ineffective, the conclusion was: Among the traditional teachers, 59 percent rated the program effective and only 17 percent rated them ineffective. Among the open classroom teachers, 73 percent rated the program effective, while 9 percent rated them as ineffective. Among individualized teachers, 71 percent rated the programs effective, while 8 percent rated them as not effective. On the other side, the alternative teachers (for the most part, those in the secondary program) rated the programs more on the ineffective side. At the high school, 35 percent rated the programs as effective compared to 50 percent who rated the program as ineffective. Below the high school level, only 26 percent rated the programs as effective, while 42 percent rated the programs as not effective (Appendix C; Section VI, H).

Another item to look at, considering the original aim of the project to share decision making power with the teachers and the community, is the extent to which the teachers felt part of the decision making process. Forty percent of the teachers reported that they felt they were a part of the decision making process either "most of the time" or "all of the time," while 36 felt involved "none of the time" or "some of the time." Of those 36, 17 were in the alternative program which admittedly failed. Teachers in the individualized, traditional and open programs felt comfortable ownership of the program (Appendix C; Section V).

When teachers were asked to label the strengths of the program, a number of responses reflected considerable progress in comparison to

the Paterson Schools Survey conducted one year before. Among the common identified strengths were parent involvement, each student having individual needs met, teacher and administrative cooperation and exchange of ideas, enthusiasm, flexibility, and instructional freedom (Appendix C; Section VI).

Forty-three of the teachers expressed a desire to be part of the Parallel Program next year, while only 13 said that they "preferred not to be involved."

Finally, over 70 percent of the teachers in the individualized, open and traditional programs said that they wanted to be part of the program next year, and 61 percent of the teachers in the alternative elementary program expressed the same desire (Appendix C; Section VI).

Acceptance of the guidelines. In the assessment, teachers were asked 17 questions rating their acceptance of the guidelines. Again, taking a choice of "4" or "5" as indicating acceptance, it can be seen in the table (Appendix C; Section III) that the guidelines were overwhelmingly accepted by the Parallel Program teachers. Open and traditional teachers corresponded consistently in almost total support of the ten guidelines.

The guidelines which received the highest rating were those related to parent contact, aesthetic activities, truancy prevention, oral reading to the teacher and self-concept. The guidelines that received ratings that can be judged at all negatively were having a Spanish-speaking person available for each Spanish-speaking child, and a supplementary grading system upon request of the parent. (The irony

here was that the guideline was designed for alternative secondary teachers who reported only a 29 percent acceptance, while the open and individualized teachers gave 100 percent acceptance to those guidelines.)

The implementation of the guidelines can also be interpreted as generally successful considering that only five months of classroom time had passed before the assessment was administered. Not surprisingly, a correlation can be made between acceptance and implementation of the guidelines (Appendix C; Section III).

Implementation of the guidelines. Through the guideline-by-guideline process of the assessment, it could be seen that teachers made an effort to fulfill the guidelines and, in many cases, made considerable progress in that effort. This finding supported the monitoring done throughout the year of teachers' progress in their management-by-objectives approach. There was, however, a wide discrepancy in the ability of teachers to implement the guidelines across schools and program styles. For example:

Most of the programs reported success in developing a reading component throughout the curriculum.

An overwhelming majority of the teachers had been able to provide (1) weekly oral reading opportunities for students, and (2) access to a variety of non-formal reading materials. This was also supported by the ICAT monitoring process and a large amount of non-formal reading material that was purchased through ICAT.



Teachers did make a considerable effort to develop strategies to meet self-concept needs of students across all program styles and in a wide variety of ways at the intermediate and secondary levels.

Identifying a learning problem for each child and implementing a strategy to overcome that learning problem were the most difficult guidelines to implement, according to the survey. The term "learning problem" was never (by design) operationally defined. That definition was left to teachers. More careful examination of the learning problem item yields interesting information on the causes for these results. The range of learning problems across both cognitive and affective modes and the magnitude of some of the problems identified (e.g., listening skills, emotional strain, critical thinking) signifies an agreed importance and commitment to improving learning for the whole child despite the size of the task.

The same comment could be made for fulfillment of the guidelines for developing an aesthetic component. Again, the range of aesthetic activities that have been identified and the affective nature of many of these programs is impressive for the six months of program operation.

Forming a Parent Advisory Council was another example of low implementation due probably to time constraints of the first semester of the program. Receiving inservice education from a Parent Advisory Council was not accepted or implemented by most programs.

All programs demonstrated a serious commitment to contacting every parent at least once a term.



Developing alternative evaluation systems for students was, in light of the uniqueness of this guideline, a successful goal for most of the programs. Most interesting is that many individualized teachers were able to construct an alternative design system for each child in their programs.

The failure of alternative secondary programs. It is obvious from the results of the Eastside High School Parallel Program Assessment that these programs failed during the first six months. The main reason for this was, probably, not a difficulty in accepting or meeting the guidelines, but rather poor school climate and teacher attitude within the programs.

The reasons for the failure in the high school were summarized by one of the teachers in the high school parallel program. The teacher wrote:

The effectiveness of the parallel programs this year largely depended on the organizational tactics employed by persons in the upper echelon positions. Those tactics were bungled (a) because teachers who didn't want to do anything were put into the program; (b) because teachers in the parallel programs had no ability or desire to work as a group (sharing responsibility, etc.); and (c) because individual teacher's philosophies were not considered in choosing teachers for the program. (Appendix C; Section VI)

It is interesting to note that the alternative programs were the only programs not to have full volunteer staffs. It also might be possible that educational change is easier to effect on smaller, more centrally controlled units like elementary schools than in large units like high schools. In order to effect changes at the high school level, the change agents often found themselves ensnared in a decision-making

process that witnessed different department heads complaining that their power and expertise had been eroded. Vice-principals in charge of the different components of the program throughout the rest of the school often intervened in the decision making saying that it was part of their job description. Finally, scheduling and room assignment constraints of the large overcrowded high school all contributed to the problem of trying to effect changes.

One of the most important findings in the survey was that differences in instructional styles emerged during the first five months. It was obvious from the results in Part One of the survey that teachers were further developing their teaching styles, and those styles have resulted in more instructional directions and alternatives.

In the Paterson parallel programs (Appendix C; Section IV, and VI, C):

- Traditional teachers as a group did spend considerably more time lecturing and questioning to the entire class than did open and individualized program teachers;
- Traditional teachers were more oriented toward norm-referenced student assessment;
- Individualized and alternative elementary teachers were more oriented toward criterion-referenced evaluation;
- Traditional and open teachers more often used "inquiry-discovery" methods of teaching;
- Open and individualized teachers allowed students to work independently more than traditional teachers did;
- Traditional teachers more often used topic or skill activity cards than the individualized or open classroom program teachers.

### Conclusion

Different approaches to teaching emerged, in an organized fashion, in Paterson during the first six months of the program operation. If such styles continued to emerge, parents and students would soon be able to have a genuine choice in teaching styles. The first step in the overall goal of the program had been made; perhaps for many children for whom their present learning system was not working, they could, within their own school, have another chance, in another style of program and, hopefully, achieve more success.

Finally, the first assessment of the parallel programs indicated that in the first six months, the programs were generally successful: teaching styles had already emerged, successful programs could be separated from unsuccessful programs, and, most important, most of the teachers had a positive attitude about what they were doing and wanted to continue in the program.

## CHAPTER VIII

### PERSONAL CONCLUSIONS

#### Introduction

In this section, I will attempt to make a number of conclusions that are intended to be helpful for other persons wishing to initiate or participate in the design of alternative school programs in the inner city. I will draw not only on the data and documentation of the programs covered in the study but also from my personal impressions of the reform attempt two years after my Paterson experience.

The change sought in Paterson was intended to give teachers and parents some power in the school system by creating a new system that allowed choice of educational settings. Through this process, it was hoped that a new, participatory energy would create a more positive school climate. The research of Sarason and Edmunds cited in Chapter II supports this means toward making the schools more instructionally effective. What was lacking in Paterson, in Edmunds' words, was a "sense of instructional purpose." The Paterson School District, through federal and state support, had access to the most modern curriculum materials and many teachers and administrators had diverse and progressive educations themselves. But many of the ideas that came up in teachers' rooms, conversations with and among principals and among central office staff never came to fruition. Meanwhile, the school system, operating as it always had, was failing those whom it was intended to serve.

Obviously, those in power to either maintain the status quo or to affect change were making the wrong decisions or they were making no decisions at all. What we sought to do was to make the schools more instructionally effective by allowing others to make decisions. It was a political process as well as an instructional reform. Referring again to Edmonds and Sarason and the political economics of Bowles, Gintis and Goodman in Chapter I, it was, in my estimation, impossible to achieve real instructional reform without a political change, without redistributing the power to make decisions, staff schools and allocate resources.

What follows is a series of general conclusions about those changes, how they came about, how they were stifled and how different actions might have produced better results.

### Change Comes From Within

Nothing would have occurred in Paterson had the Superintendent of Schools not made the original request for a major reform attempt. The level of his frustration with both the system by which he had been educated and through which he had been promoted and the city in which he lived was directly related to the magnitude of change he wanted. He knew from his experience at the University of Massachusetts School of Education that the former Dean, Dwight W. Allen, brought with him a reputation for "rapid and thorough-going change" of educational institutions. Similarly, there was the assumption that Napier, because of his standing in the city and his unique history of promotion, represented



the opinions of a major segment of the Paterson population. In addition, the assumption was made that the members of the Internal Change Agent Team, because they came from teaching and administrative positions to work directly with the Superintendent, would share a commitment and loyalty to the ideas and desires he expressed. When the change agents and the Superintendent were of one mind, those assumptions worked and progress was made. But at crucial points along the way, the harmony of the decision-makers came apart and the disharmony reverberated throughout the whole system. At most of these crucial points, the political survival of one of the decision-makers was at stake. The Superintendent had to maintain influence and credibility through the entire system; Dwight Allen had to maintain influence and credibility with the Superintendent; and, as for me, I had to maintain credibility with ICAT and the Superintendent, and ICAT had to maintain credibility with the teachers and principals. When a suggestion was made for an action from above and another party was responsible for implementing the action, the "other party" had to be convinced it could be done, that those who had to cooperate were convinced it could be done. We were operating in a marketplace of ideas; there were no financial or social rewards for taking a risk and losing, only the promise that the party involved would be part of what others would call a "bad idea." Influence and credibility, a mainstay of any political power, would be lost. In the case of change agents coming from, and eventually returning to, the outside of the system, political power at some other local level means far less than it does to those for whom the local political structure is

their identity and their income. And in the 1980's, when jobs are tight, resources are depleted, and another generation of decision-makers have recently been declared failures at changing the world, the stakes are quite low.

For this reason, the best aim of any change agent is to use other experiences and knowledge to help enact the ideas and dreams of those he or she serves. And if the change agent has ideas and dreams that are different from those in the system, the courageous act is to convince those being served that what you want to do is really what they want to do, only in different words. I say courageous because, if it is too radically different from what people want, at some point you, the idea, and perhaps hope for some reform of the system in the long run will be rejected.

The main reason that parallel programs worked was that the people involved were convinced that they had the desire, the energy and the ability to enact certain changes in the system.

This is the dynamic which made the spontaneous interventions possible or impossible for the change agents. There is no such thing as pure spontaneity. When heat and oxygen combine to create fire, they came together as separate elements, an energy and a certain arrangement of molecules, before there is spontaneous combustion. In our case, a frustrated group of educational policy-makers sought an action, a metaphorical fire, and trusted the change agents to have gained from experience to tell them what that action should be. What was spontaneous was that this trust was granted without asking for evidence and the

implementation, the combustion, was immediate. In retrospect, spontaneous intervention was a very dangerous strategy for Paterson too; but on the other hand, had the time been taken to evaluate the validity and the applicability of the ideas, those in power, like the principals and the central office staff, would have had the time to see their own circles of influence being eroded and granted to teachers and, potentially, parents.

### Change Is Political

The major reason for change in urban school systems is political. The purpose of advocating better instruction and schools for low-income children who are born into the sphere of the disenfranchised, the socially and politically outcast, is to give them the necessary skills and refinements so they will not have to stay there all of their lives. In a city like Paterson, there is little or no economic growth and the opportunities are limited. The process is most likely covert, but at some point, it is against the interest of the middle-class of the city (there is not a very large upper-class in Paterson) to increase the competition for the limited opportunities against their own children. The rhetoric of a Board of Education meeting would not provide a good example of this--but some of the same members sit on the scholarship committees of the local banks and churches. It is there that phrases like "most qualified" and "high standards" are most common.

That, combined with the power of political influence being protected by the administrators of the schools, is what prevents school

systems from becoming more egalitarian. That might be the reason why School 27 in Paterson is 99% white, while School 6 is 100% black-- they are separate and unequal schools; not one child in Paterson has ever been moved to racially balance a school.

### Change Occurred in Paterson

As the assessment showed, the program teachers in Paterson generally felt that the parallel programs were an effective strategy for reform in the Paterson schools. In addition, a number of different teaching styles were emerging and substantially different programs were growing within the same school. During my tenure there, I spoke with a number of teachers who were enjoying the new power they had in determining scheduling, curriculum and the learning environment of their own classrooms. Given the importance of school climate, as shown in Chapter I of this study, it is possible that that enthusiasm alone contributed to more effective education instructionally.

More important is that the first five months of the program at least laid a foundation toward more egalitarian school governance. There were, in a number of the Parallel Programs, parent advisory councils with more direct avenues of communication with teachers and principals about education. Because of the time it took to plan the programs and the formative nature of the development of teaching styles, there was not much done to systematically assign children to programs. Since then, however, some of the schools have had times when parents have been able to observe the differences in the programs their children attend and make



a clear choice of their child's teachers and curriculum. Principals have had, and have exercised, the right to move a child to or from the parallel program into a different program if the child was not doing well or indicated a desire to change and move. Before, in a system of neighborhood, homogenized schools, if a child was not doing well, she stayed where she was. Much of that choice may not have resulted in a great sharing of political power in the schools as yet--but for eight of the schools, the rules now allow for a little more.

### Centralized Change Is Limited

The hardest conclusion for me to draw about the Parallel Programs is that, if a few things had been done differently, a little slower and more openly, the programs would have gone further and perhaps carried other reforms with them. The most obvious case concerns ICAT. From the start, the team of teachers put on the firing line was not adequately prepared. They were never interviewed for their position, and they were hired exclusively on the basis of their resumes. An interview at least would have given the team members a sense of the professionally ambiguous position they were put into and, better still, would have given the Superintendent the ability to judge whether these people were ready for the face-to-face political finesse required for the job. The damage this did to the project, both in the time it took to overcome the personal barriers of a group in an uncertain situation and the time it took to undo some of the misinterpretations and misinformation spread throughout the school system by the project could have been prevented by a better selection process.



Second, one of the requirements of the spontaneous intervention process required that the consultant and the Superintendent had to spend long hours together reviewing strategies, developing plans and making sure that each knew what the other was doing. In short, this caused a high level of paranoia among the central office staff (which would later be used against the Superintendent) as well as a lost opportunity to create some allies and hear some different perspectives on the school system.

There were other instances of lost opportunity and failure on everyone's part--but those two factors prevented ICAT, a good strategy for internal change, from being a great strategy and prevented the change agents from keeping their jobs and leaving the city on good terms.

Nevertheless, the Paterson School System is different today than it was before December of 1977. Enough people were convinced that the institution as it existed was inadequate and that they had the ability to change it; to include more children in learning, to allow teachers to control their own teaching, and to allow some parents in Paterson, New Jersey, to say to the system, "No, I don't like the way you are treating my child. Let's do things differently."

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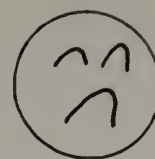


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## APPENDICES

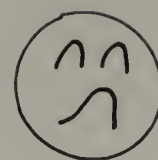
APPENDIX A:  
THE 1978 PATERSON SCHOOLS SURVEY

## PRIMARY STUDENT RESULTS

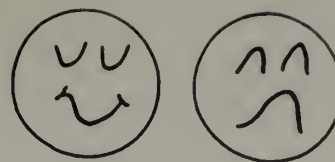


6. I am on my way to school.	S: 87.1 T: 79.5	S: 12.9 T: 20.5
7. Today we get report cards.	S: 72.9 T: 53.2	S: 27.1 T: 46.8
8. I am thinking about my teachers.	S: 86.0 T: 88.0	S: 14.0 T: 12.0
9. I am thinking about my principal.	S: 82.9 T: 69.3	S: 17.1 T: 30.7
10. It is a school day today.	S: 71.0 T: 74.1	S: 29.0 T: 25.9
11. Now we are going to work with numbers.	S: 78.4 T: 75.1	S: 21.6 T: 24.9
12. Now it is time for reading.	S: 79.1 T: 82.4	S: 20.9 T: 17.6
13. I am thinking about my school building.	S: 71.9 T: 69.5	S: 28.1 T: 30.5
14. It's time to go home.	S: 83.4 T: 84.4	S: 16.6 T: 15.6
15. I am thinking about what my life will be like when I grow up.	S: 88.4 T: 77.3	S: 11.6 T: 22.7
16. I am thinking about what it would be like to be a teacher.	S: 68.4 T: 82.2	S: 31.6 T: 17.8
17. I am thinking about what it would be like to be a doctor.	S: 59.3 T: 72.9	S: 40.7 T: 27.1
18. I am thinking about what it would be like to be a mother or father.	S: 85.0 T: 87.3	S: 15.0 T: 12.7
19. I am thinking about what it would be like to be a policeman.	S: 50.2 T: 81.5	S: 49.8 T: 18.5
20. There will be an extra recess today.	S: 91.4 T: 95.9	S: 8.6 T: 4.1





21. There will be no school today.	S: 68.8 T: 84.4	S: 31.8 T: 15.6
22. It's lunch time.	S: 94.5 T: 95.4	S: 5.5 T: 4.6
23. Our school will have more White kids next year.	S: 54.7 T: 68.0	S: 45.3 T: 32.0
24. Our school will have more Black kids next year.	S: 64.3 T: 81.4	S: 35.7 T: 18.6
25. Our school will have more Spanish-speaking kids next year.	S: 44.0 T: 71.7	S: 56.0 T: 28.3
26. Today we are going to work with our school books.	S: 74.3 T: 77.1	S: 25.7 T: 22.9
27. This is my teacher.	S: 91.2 T: 92.9	S: 8.8 T: 7.1
28. This is my teacher thinking about me.	S: 83.7 T: 85.9	S: 16.3 T: 14.1
29. This is my principal in the office.	S: 83.6 T: 70.2	S: 16.4 T: 29.8
30. This is my principal thinking about me.	S: 85.1 T: 78.0	S: 14.9 T: 22.0
31. This is my teacher thinking about White kids.	S: 64.6 T: 92.9	S: 35.4 T: 7.1
32. This is my teacher thinking about Black kids.	S: 70.4 T: 92.7	S: 29.6 T: 7.3
33. This is my teacher thinking about Spanish-speaking kids.	S: 54.6 T: 91.0	S: 45.4 T: 9.0
34. This is one of my classmates thinking about White kids.	S: 59.7 T: 77.8	S: 40.3 T: 22.2
35. This is one of my classmates thinking about Black kids.	S: 69.1 T: 85.6	S: 30.9 T: 14.4



36. This is one of my classmates thinking about Spanish-speaking kids.	S: 52.5 T: 81.0	S: 47.5 T: 19.0
37. This is my mother thinking about me.	S: 95.5 T: 90.7	S: 4.5 T: 9.3
38. This is my family at home.	S: 95.8 T: 84.1	S: 4.2 T: 15.9
39. This is my brothers and sisters thinking about me.	S: 89.7 T: 80.7	S: 10.3 T: 19.3
40. This is me thinking about my brothers and sisters.	S: 91.2 T: 84.4	S: 8.8 T: 15.6
41. This is the last question.	S: 58.1 T: 93.2	S: 41.9 T: 6.8

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S = Student response in percentage (Respondents: 2,466).

T = Teacher predicting student response in percentage (Respondents: 426).

P = Principal (Insufficient number to tabulate).

## INTERMEDIATE STUDENT RESULTS

1978 PATERSON SCHOOLS INTERMEDIATE STUDENT SURVEY RESULTS

2. How old are you?

Younger than 10 (.2%)  
 10 (17.9%)  
 11 (22.2%)  
 12 (25.9%)  
 13 or Older (33.7%)

3. What grade are you in at the present time?

5 (27.7%)  
 6 (25.4%)  
 7 (26.7%)  
 8 (18.6%)

4. What sex are you?

Male (49.9%)  
 Female (49.1%)

5. What is your racial/ethnic background?

Asian (.8%)  
 Black (49.5%)  
 Hispanic (25.6%)  
 Native American (2.5%)  
 White (21.6%)

In this section of the questionnaire, you are asked to "grade" different areas of your education. The grading system is the same as the grading system which is used for report cards; there are five possible grades. Beside the appropriate question numbers on the answer sheet, mark the letter grade which you feel best satisfies your own feelings.

		A	B	C	D	F
6.	What grade would you give your school as a place to learn things?	S: 30.2	43.6	20.4	4.1	1.8
		T: 13.8	46.4	28.2	9.4	2.2
		P: 20.7	65.5	3.4	10.3	0.0

		A	B	C	D	F
7.	What grade would you give your school as a fun place to be?	S: 20.6 T: 10.5 P: 10.3	33.6 32.6 62.1	28.4 33.7 20.7	10.2 16.0 3.4	7.2 7.2 3.4
8.	If the top students in your class deserve an "A" for what they have learned and the bottom students deserve an "F", what grade do you think you deserve?	S: 27.8 T: 16.8 P: 20.7	45.5 39.7 44.8	21.9 40.2 31.0	3.1 3.3 3.4	1.8 0.0 0.0
9.	What grade do you think you deserve for how hard you work?	S: 43.7 T: 36.6 P: 27.6	41.1 36.6 51.7	11.9 21.3 13.8	1.9 5.5 6.9	1.3 0.0 0.0
10.	How would your parents grade your school?	S: 26.3 T: 9.3 P: 17.2	33.9 47.5 65.5	25.5 32.8 10.3	7.6 7.7 6.9	4.6 2.7 0.0
11.	How would you rate your life at home?	S: 40.1 T: 15.4 P: 13.8	40.2 37.4 41.4	15.5 34.6 44.8	2.3 12.1 0.0	1.8 0.5 0.0
12.	How would you rate your parents as they deal with you as a person?	S: 51.4 T: 15.8 P: 13.8	30.7 35.5 55.2	14.1 32.8 27.6	2.6 14.2 3.4	1.2 1.6 0.0
13.	How would you rate the help you get from your parents with your school work?	S: 38.4 T: 7.7 P: 6.9	32.8 23.5 13.8	17.1 33.4 48.3	6.5 30.1 27.6	5.3 4.4 3.4
14.	What grade would you give your teachers?	S: 48.6 T: 31.9 P: 20.7	23.9 44.5 55.2	14.6 18.7 20.7	4.8 1.1 3.4	8.2 0.0 0.0
15.	What grade would you give your principal?	S: 46.0 T: 24.5 P: 31.0	23.5 31.5 62.1	13.8 23.4 3.4	6.9 8.7 3.4	9.8 12.0 0.0
16.	What grade would you give yourself in reading?	S: 31.0 T: 16.8 P: 6.9	48.2 43.5 48.3	17.4 34.2 41.4	2.7 4.9 3.4	0.7 0.5 0.0
17.	What grade would you give yourself in math?	S: 37.0 T: 15.8 P: 13.8	35.3 41.8 24.1	19.7 37.5 55.2	5.7 4.9 6.9	2.3 0.0 0.0



		A	B	C	D	F
18.	Does the school help you decide what you may want to do in life?	S: 26.1 T: 8.2 P: 3.4	25.3 34.1 37.9	21.3 36.3 41.4	11.6 12.6 13.8	15.7 8.8 3.4
19.	Does the school help you learn about jobs you might be good at but have never considered?	S: 29.3 T: 10.4 P: 00.0	28.6 31.7 27.6	20.1 29.5 51.7	10.5 18.6 20.7	11.5 9.8 0.0

Indicate how important each of the school subjects below is for you to study. Show your ratings on the answer sheet in the following way:

		<u>VERY IMPORTANT</u>	<u>IMPORTANT</u>	<u>SOMEWHAT IMPORTANT</u>	<u>NOT IMPORTANT AT ALL</u>
20.	Art	S: 24.7 T: 23.8 P: 6.9	35.1 30.9 17.2	30.9 30.4 65.5	8.3 13.3 10.3
21.	Business	S: 50.5 T: 10.5 P: 00.0	30.4 34.8 37.9	13.0 35.4 44.8	5.6 17.1 17.2
22.	Community Service	S: 34.0 T: 10.4 P: 10.3	36.7 28.0 17.2	20.9 44.0 55.2	7.4 15.4 17.2
23.	City Problems	S: 42.4 T: 9.8 P: 10.3	28.6 30.6 24.1	19.3 38.3 62.1	8.3 19.1 3.4
24.	Consumer Skills	S: 34.7 T: 11.0 P: 6.9	36.7 36.3 37.9	20.6 34.1 44.8	6.9 16.5 3.4
25.	Foreign Language	S: 39.5 T: 10.4 P: 6.9	31.6 20.2 31.0	18.0 31.7 20.7	9.0 32.2 27.6
26.	Health	S: 69.5 T: 25.0 P: 24.1	20.8 39.7 48.3	7.5 32.1 24.1	1.8 3.3 3.4

			VERY IMPORTANT	IMPORTANT	SOMEWHAT IMPORTANT	NOT IMPORTANT AT ALL
27.	Home Economics	S:	38.2	34.4	18.5	7.3
		T:	32.8	45.7	28.3	2.7
		P:	7.1	53.6	32.1	7.1
28.	Industrial Arts	S:	37.1	36.1	20.3	6.0
		T:	26.1	41.3	27.2	4.9
		P:	6.9	69.0	20.7	3.4
29.	Language Arts	S:	43.7	34.1	16.6	4.4
		T:	29.0	39.3	26.8	3.8
		P:	44.8	34.5	20.7	0.0
30.	Math	S:	73.5	19.1	5.2	1.8
		T:	42.1	37.2	14.8	4.9
		P:	44.8	37.9	17.2	0.0
31.	Music	S:	26.0	32.7	27.6	11.6
		T:	18.0	33.9	36.6	10.9
		P:	10.3	20.7	62.1	6.9
32.	Penmanship	S:	51.3	30.7	13.3	4.0
		T:	19.8	33.0	35.2	9.3
		P:	6.9	37.9	44.8	10.3
33.	Physical Education	S:	60.1	25.8	10.8	2.7
		T:	41.5	37.7	16.9	2.7
		P:	39.3	32.1	25.0	3.6
34.	Reading	S:	64.6	26.3	6.9	2.2
		T:	49.7	33.0	14.0	2.2
		P:	64.3	21.4	14.3	0.0
35.	Science	S:	41.8	36.0	16.2	4.9
		T:	16.2	45.3	32.4	5.0
		P:	21.4	35.7	42.9	0.0
36.	Sex Education	S:	55.8	27.9	10.4	5.2
		T:	33.3	33.3	23.0	9.3
		P:	10.3	48.3	34.5	6.9
37.	Social Studies	S:	38.2	36.4	17.7	6.6
		T:	11.5	36.8	37.4	12.6
		P:	6.9	44.8	48.3	0.0

		<u>VERY IMPORTANT</u>	<u>IMPORTANT</u>	<u>SOMEWHAT IMPORTANT</u>	<u>NOT IMPORTANT AT ALL</u>
38. Technology	S:	38.1	33.7	19.2	8.0
	T:	8.3	30.4	38.1	20.4
	P:	14.3	25.0	42.9	17.9
39. The Future	S:	74.3	16.9	6.2	2.2
	T:	22.4	36.6	25.1	13.1
	P:	32.1	42.9	21.4	3.6

40. How do you feel about the size of your classes?

	<u>My Classes Are Too Big</u>	<u>Too Small</u>	<u>About The Right Size</u>
S:	19.7	13.9	65.9
T:	59.2	4.5	35.2
P:	44.8	6.9	48.3

41. How prepared will you be for college work if you choose to go?

	<u>I Will Be Prepared</u>	<u>Slightly Unprepared</u>	<u>Not Prepared At All</u>
S:	67.6	24.3	7.6
T:	33.2	46.2	19.0
P:	44.8	41.4	10.3

42. How would you compare your school with other schools in Paterson?

	<u>One of the Best</u>	<u>Better Than Most</u>	<u>About the Same</u>	<u>Worse Than Most</u>
S:	31.0	25.0	32.4	11.0
T:	38.5	33.0	25.3	3.3
P:	62.1	27.6	6.9	3.4

43. Are the public schools better or worse than the private/Catholic schools in Paterson?

	Public Are Better	Public/Private About the Same	Private/Catholic Better
S:	50.5	26.5	22.3
T:	28.8	30.4	37.5
P:	41.4	34.5	24.1

44. How do you feel about the punishments for misbehavior in your school?

	Much Too Hard	Too Hard	Too Easy	Much Too Easy
S:	20.5	44.6	24.1	10.6
T:	8.7	36.1	40.4	14.2
P:	3.7	70.4	18.5	7.4

45. How do you feel about school building security?

	There Is Too Much	It Is About Right	There Is Too Little
S:	11.6	57.7	29.8
T:	8.2	62.3	27.3
P:	6.9	89.7	3.4

		<u>NONE</u>	<u>VERY LITTLE</u>	<u>MODERATE</u>	<u>QUITE A LOT</u>	<u>VERY MUCH</u>
46. Are the teachers in your school prejudiced against Blacks?	S:	59.8	23.3	6.4	5.3	5.2
	T:	41.7	29.4	20.6	6.1	2.2
	P:	37.9	55.2	6.9	0.0	0.0
47. Are the teachers in your school prejudiced against Hispanics?	S:	62.2	24.0	6.7	3.0	3.5
	T:	40.6	35.6	16.7	4.4	2.8
	P:	37.9	51.7	10.3	0.0	0.0
48. Are the teachers in your school prejudiced against Whites?	S:	76.2	13.6	5.1	2.5	2.6
	T:	56.4	33.1	8.8	0.6	1.1
	P:	44.8	48.3	6.9	0.0	0.0

		<u>NONE</u>	<u>VERY LITTLE</u>	<u>MODERATE</u>	<u>QUITE A LOT</u>	<u>VERY MUCH</u>
49.	Are students in your school prejudiced against Blacks?	S: 41.5 T: 34.6 P: 48.3	30.9 41.3 41.4	11.3 16.8 10.3	8.8 5.0 0.0	7.5 2.2 0.0
50.	Are students in your school prejudiced against Hispanics?	S: 43.8 T: 23.9 P: 34.5	30.0 47.2 48.3	11.8 22.8 13.8	8.3 5.6 3.4	6.2 0.6 0.0
51.	Are students in your school prejudiced against Whites?	S: 42.8 T: 30.0 P: 31.0	29.0 42.3 38.6	11.0 16.7 36.9	8.1 6.7 3.4	9.2 4.4 0.0
52.	Are businesses in Paterson prejudiced against Blacks?	S: 30.5 T: 24.0 P: 17.2	32.0 34.6 27.6	15.3 23.5 34.5	11.7 10.1 13.8	10.5 7.8 6.9
53.	Are businesses in Paterson prejudiced against Hispanics?	S: 34.1 T: 25.3 P: 13.8	33.3 32.6 37.9	16.3 28.1 31.0	9.2 10.1 10.3	7.0 3.9 6.9
54.	Are businesses in Paterson prejudiced against Whites?	S: 57.5 T: 49.4 P: 51.7	25.1 37.2 37.9	9.4 9.4 10.3	4.9 2.8 0.0	3.0 1.1 0.0
55.	Are town officials (such as the police) in Paterson prejudiced against Blacks?	S: 34.8 T: 23.7 P: 10.3	25.6 29.4 34.5	14.6 22.0 27.6	10.4 14.7 24.1	14.5 10.2 3.4
56.	Are town officials in Paterson prejudiced against Hispanics?	S: 38.5 T: 24.3 P: 13.8	29.9 32.2 41.4	15.0 23.7 27.6	9.0 14.1 17.2	7.5 5.6 0.0
57.	Are town officials in Paterson prejudiced against Whites?	S: 60.9 T: 47.5 P: 31.0	23.9 35.0 55.2	7.6 14.1 13.8	4.7 2.8 0.0	2.8 0.6 0.0



58. Is racial prejudice a big problem in the Paterson schools?

	Very Big Problem	Big Problem	Not A Very Big Problem	No Problem At All
S:	23.0	22.4	36.0	16.7
T:	10.7	20.8	53.9	14.0
P:	13.8	10.3	72.4	3.4

59. Who is the current Mayor of Paterson?

	Graves	Kramer	Bell	Rooney	Vance
S:	13.9	74.5	4.9	4.5	2.3
T:	5.0	89.4	3.9	1.1	0.6
P:	10.3	89.7	0.0	0.0	0.0

60. Who is the Superintendent of Schools in Paterson?

	Weir	Gioia	Cornish	Lindy	Napier
S:	7.5	7.6	10.9	7.7	66.3
T:	2.2	8.4	3.9	2.8	82.7
P:	3.6	0.0	3.6	0.0	92.9

61. What grade would you give the government of Paterson?

	Excellent	Good	Fair	Poor	Failing
S:	25.6	28.6	29.1	8.4	8.3
T:	4.4	22.0	45.6	17.0	11.0
P:	0.0	4.4	37.9	13.8	6.9

62. What grade would you give the United States government?

	Excellent	Good	Fair	Poor	Failing
S:	33.8	33.6	21.8	6.2	4.7
T:	47.7	32.2	40.4	15.8	3.8
P:	3.4	41.4	41.4	10.3	3.4

63. What percentage of students in Paterson have a problem with alcohol?

	No Problem	Not Much Of A Problem	A Big Problem	Very Big Problem
S:	13.3	28.7	29.6	26.4
T:	13.8	43.1	39.2	3.9
P:	10.7	46.4	42.9	0.0

64. Do students in Paterson have a problem with drugs?

	No Problem	Not Much Of A Problem	A Big Problem	Very Big Problem
S:	11.9	25.5	29.3	30.8
T:	9.8	28.4	47.0	14.8
P:	6.9	27.6	55.2	10.3

65. Do you know where to get drugs in your neighborhood if you wanted them?

	Yes	No
S:	30.7	66.3
T:	57.0	37.4
P:	65.5	31.0

66. Do you think that you will have a better life than your parents?

	Much Better Life	Slightly Better Life	Slightly Worse Life	Much Worse
S:	40.4	48.9	6.4	4.0
T:	40.3	51.9	5.5	2.2
P:	48.3	48.3	3.4	0.0

67. Do you think that you will be better off than your parents financially?

	Much Better Off	Slightly Better Off	Slightly Worse Off	Much Worse Off
S:	30.7	52.4	11.1	5.3
T:	41.4	47.5	8.3	2.8
P:	55.2	41.4	0.0	3.4

68. What do you feel is the financial status of your family?

	Very Well Off	Financially Comfortable	Some Difficulty	Great Difficulty
S:	23.5	50.5	20.3	5.4
T:	8.3	27.8	52.2	11.7
P:	0.0	6.9	72.4	20.7

69. Do you think that the more schooling you have, the better off you will be financially?

	Makes More Difference	Big Difference	Little Difference	No Difference
S:	41.7	42.9	10.2	4.8
T:	32.0	43.1	20.4	4.4
P:	31.0	62.1	6.9	0.0

70. Do you think that more schooling will help you have a better life?

	Makes More Difference	Big Difference	Little Difference	No Difference
S:	44.2	40.1	10.8	4.4
T:	34.4	36.6	25.1	3.3
P:	37.9	51.7	10.3	0.0

71. How much money do you spend personally each week?

	Under \$1.00	\$1.00 - \$5.00	\$6.00 - \$10.00	Over \$10.00
S:	24.2	44.1	16.3	13.9
T:	13.2	52.2	22.5	11.0
P:	10.3	75.9	6.9	6.9

In this section of the questionnaire, you are asked to estimate the yearly income of different groups. There are five categories of answers:

		<u>UNDER \$5,000</u>	<u>\$5,001 - \$10,000</u>	<u>\$10,001 - \$25,000</u>	<u>\$25,001 - \$50,000</u>	<u>OVER \$50,000</u>
72.	How much money do you think a doctor makes each year?	S: 13.5 T: 3.9 P: 0.0	22.4 8.3 10.3	20.4 17.7 10.3	20.1 21.0 10.3	23.5 49.2 69.0
73.	How much money do you think a factory worker makes each year?	S: 30.8 T: 18.0 P: 27.6	34.9 59.6 48.3	19.8 20.2 24.1	8.4 1.6 0.0	6.1 0.5 0.0
74.	How much money do you think a teacher makes each year?	S: 30.9 T: 4.9 P: 3.4	30.9 25.8 3.4	24.2 54.9 72.4	10.1 10.4 17.2	3.8 3.8 3.4
75.	How much money do you think a gas station attendant makes each year?	S: 36.1 T: 29.6 P: 24.1	29.0 45.8 58.6	16.4 20.1 17.2	11.0 3.4 0.0	7.5 1.1 0.0
76.	How much money does someone on welfare receive each year?	S: 52.3 T: 54.0 P: 67.9	23.0 34.1 25.0	11.4 7.4 7.1	6.2 1.7 0.0	7.2 2.8 0.0

## SECONDARY STUDENT RESULTS



1978 PATERSON SCHOOLS HIGH SCHOOL STUDENT SURVEY RESULTS

## 2. How old are you?

Younger than 14 (.5%)

14 (11.7%)

15 (21.7%)

16 (27.6%)

17 or Older (39.2%)

## 3. What grade are you in at the present time?

9 (23.8%)

10 (23.6%)

11 (26.3%)

12 (24.8%)

## 4. What sex are you?

Male (47.5%)

Female (52.0%)

## 5. What is your racial/ethnic background?

Asian (1.8%)

Black (49.7%)

Hispanic (27.4%)

Native American (2.0%)

White (19.1%)

## 6. Are you planning to continue your formal education after high school?

Yes (86.6%)

No (13.4%)

In this section of the questionnaire, you are asked to "grade" different areas of your education. The grading system is the same as the grading system which is used for report cards. There are five possible grades. Beside the appropriate question numbers on the answer sheet, mark the letter grade which you feel best satisfies your own feelings:

		A	B	C	D	F
7.	What grade would you give your school as a place to learn things?	S: 8.8 T: 3.6 P: 0.0	35.8 36.4 75.0	45.6 42.3 12.5	7.8 15.0 12.5	0.0 2.7 0.0
8.	What grade would you give your school as a fun place to be?	S: 31.2 T: 30.9 P: 0.0	27.4 39.5 75.0	27.6 15.9 25.0	10.8 10.5 0.0	3.0 3.2 0.0
9.	If the top students in your class deserve an "A" for what they have learned and the bottom students deserve an "F", what grade do you think you deserve?	S: 22.1 T: 18.8 P: 25.0	47.7 31.7 25.0	26.1 43.6 50.0	3.5 3.7 0.0	0.5 2.3 0.0
10.	What grade do you think you deserve for how hard you work?	S: 33.2 T: 40.6 P: 25.0	45.2 30.1 50.0	19.6 23.3 25.0	2.0 5.0 0.0	0.0 0.9 0.0
11.	How would your parents grade your school?	S: 8.3 T: 4.1 P: 0.0	25.1 29.5 50.0	37.8 47.7 37.5	17.8 15.9 12.5	11.0 2.7 0.0
12.	How would you rate your life at home?	S: 29.3 T: 5.0 P: 12.5	47.1 3.4 37.5	18.5 47.3 25.0	3.3 14.5 25.0	1.8 1.8 0.0
13.	How would you rate your parents as they deal with you as a person?	S: 35.9 T: 6.4 P: 0.0	32.7 18.6 37.5	21.6 43.2 25.0	6.0 26.4 37.5	3.8 5.5 0.0
14.	How would you rate the help you get from your parents with your school work?	S: 35.9 T: 6.4 P: 0.0	32.7 18.6 0.0	21.6 43.2 50.0	6.0 26.4 37.5	3.8 5.5 12.5
15.	What grade would you give your teachers?	S: 12.2 T: 12.4 P: 0.0	31.3 39.2 62.5	32.5 36.9 37.5	15.3 7.4 0.0	8.8 4.1 0.0
16.	What grade would you give your principal?	S: 15.6 T: 6.5 P: 12.5	31.2 18.9 50.0	26.6 38.7 37.5	14.3 24.0 0.0	12.3 12.0 0.0
17.	What grade would you give yourself in reading?	S: 29.2 T: 10.1 P: 0.0	39.5 21.1 25.0	26.5 50.0 75.0	4.0 15.1 0.0	0.7 3.7 0.0

		A	B	C	D	F
18.	What grade would you give yourself in math?	S: 31.3	29.0	30.5	7.2	2.0
		T: 8.8	19.4	47.5	21.7	2.8
		P: 0.0	25.0	75.0	0.0	0.0
19.	What grade would you give the career counselling services in your school?	S: 16.1	33.2	25.4	15.6	9.8
		T: 1.8	12.8	38.5	33.0	13.8
		P: 0.0	37.5	25.0	37.5	0.0
20.	What grade would you give the college counselling services in your school?	S: 14.2	34.1	32.1	11.2	8.4
		T: 4.6	15.6	46.3	24.3	9.2
		P: 12.5	37.5	37.5	12.5	0.0

Indicate how important each of the school subjects below is for you to study. Show your ratings on the answer sheet in the following way:

		<u>VERY IMPORTANT</u>	<u>IMPORTANT</u>	<u>SOMEWHAT IMPORTANT</u>	<u>NOT IMPORTANT AT ALL</u>
21.	Art	S: 9.8	10.8	38.3	35.8
		T: 9.1	21.9	41.1	26.0
		P: 12.5	25.0	62.5	0.0
22.	Business	S: 32.8	37.8	20.8	7.3
		T: 18.2	48.6	29.5	3.6
		P: 12.5	75.0	12.5	0.0
23.	Community Service	S: 10.8	32.9	40.7	13.6
		T: 5.0	26.4	41.4	26.4
		P: 0.0	62.5	25.0	12.5
24.	Consumer Skills	S: 19.4	38.3	29.5	11.3
		T: 15.9	35.5	31.4	16.4
		P: 25.0	50.0	25.0	0.0
25.	English	S: 63.0	25.0	9.7	1.7
		T: 27.3	36.8	22.3	11.4
		P: 50.0	37.5	12.5	0.0
26.	Foreign Language	S: 22.8	25.3	33.1	16.3
		T: 2.7	14.5	36.8	41.4
		P: 0.0	12.5	75.0	12.5

		<u>VERY IMPORTANT</u>	<u>IMPORTANT</u>	<u>SOMEWHAT IMPORTANT</u>	<u>NOT IMPORTANT AT ALL</u>
27.	Health	S: 40.6	36.1	17.3	5.5
		T: 20.7	26.4	39.1	13.6
		P: 25.0	75.0	0.0	0.0
28.	History	S: 28.6	33.6	26.3	9.3
		T: 5.9	20.0	40.5	30.5
		P: 0.0	37.5	62.5	0.0
29.	Home Economics	S: 8.8	19.8	34.7	32.2
		T: 11.8	25.9	48.6	13.2
		P: 0.0	37.5	62.5	0.0
30.	Industrial Arts	S: 10.0	24.0	36.0	26.2
		T: 12.7	32.3	45.9	8.6
		P: 0.0	50.0	50.0	0.0
31.	Math	S: 69.0	23.0	6.3	1.5
		T: 24.5	35.9	29.1	9.5
		P: 37.5	50.0	12.5	0.0
32.	Music	S: 17.0	17.7	37.8	24.7
		T: 13.6	24.1	39.5	20.9
		P: 12.5	37.5	50.0	0.0
33.	Physical Education	S: 40.7	33.7	15.5	8.5
		T: 24.2	31.5	27.4	16.9
		P: 25.0	25.0	50.0	0.0
34.	Reading	S: 63.1	27.6	6.5	2.8
		T: 29.5	35.0	26.1	8.0
		P: 62.5	37.5	0.0	0.0
35.	Science	S: 22.8	28.6	32.3	14.5
		T: 10.7	22.3	44.2	20.9
		P: 62.5	37.5	0.0	0.0
36.	Sex Education	S: 44.0	31.3	19.3	5.0
		T: 47.9	30.6	12.8	7.8
		P: 50.0	50.0	0.0	0.0
37.	Social Studies	S: 13.5	37.1	35.6	11.8
		T: 9.5	22.7	44.1	22.3
		P: 12.5	37.5	50.0	0.0

		<u>VERY IMPORTANT</u>	<u>IMPORTANT</u>	<u>SOMEWHAT IMPORTANT</u>	<u>NOT IMPORTANT AT ALL</u>
38. Technology	S:	21.6	30.3	31.6	14.5
	T:	10.5	22.3	41.4	24.1
	P:	0.0	75.0	25.0	0.0
39. The Future	S:	76.7	15.5	6.3	1.0
	T:	24.7	32.4	26.5	15.1
	P:	50.0	50.0	0.0	0.0
40. Urban Studies	S:	15.6	30.9	37.4	14.1
	T:	15.5	26.5	36.5	19.6
	P:	50.0	25.0	25.0	0.0

41. How do you feel about the size of your classes?

	My Classes Are Too Big	Too Small	About The Right Size
S:	24.2	6.3	69.3
T:	73.2	3.6	23.2
P:	75.0	0.0	25.0

42. How prepared will you be for college work if you choose to go?

	I Will Be Prepared	Slightly Unprepared	Not Prepared At All
S:	45.3	43.6	10.6
T:	24.3	57.8	17.4
P:	50.0	50.0	0.0

43. How would you compare your school with other schools in Paterson?

	One of the Best	Better Than Most	About the Same	Worse Than Most
S:	19.5	26.7	41.5	12.2
T:	38.0	24.5	31.5	6.0
P:	62.5	25.0	12.5	0.0



44. Are the public schools better or worse than the private/Catholic schools in Paterson?

	Public Are Better	Public/Private About the Same	Private/Catholic Better
S:	31.6	34.6	32.8
T:	21.5	30.1	47.0
P:	12.5	87.5	0.0

45. How do you feel about the punishments for misbehavior in your school?

	Much Too Hard	Too Hard	Too Easy	Much Too Easy
S:	6.8	33.3	37.4	21.2
T:	9.2	18.8	50.0	2.1
P:	12.5	50.0	37.5	0.0

46. How do you feel about school building security?

	There Is Too Much	It Is About Right	There Is Too Little
S:	23.3	50.1	26.1
T:	24.5	29.1	44.5
P:	12.5	37.5	50.0

		<u>NONE</u>	<u>VERY LITTLE</u>	<u>MODERATE</u>	<u>QUITE A LOT</u>	<u>VERY MUCH</u>
47. Are the teachers in your school prejudiced against Blacks?	S:	35.3	36.8	14.8	9.8	3.3
	T:	1.8	42.7	30.5	10.5	4.5
	P:	12.5	50.0	12.5	25.0	0.0
48. Are the teachers in your school prejudiced against Hispanics?	S:	33.8	36.8	18.9	7.1	3.5
	T:	12.7	47.3	29.5	7.7	2.7
	P:	12.5	62.5	12.5	12.5	0.0
49. Are the teachers in your school prejudiced against Whites?	S:	68.3	20.4	6.8	2.3	2.3
	T:	36.8	43.6	16.4	2.3	0.0
	P:	37.5	50.0	12.5	0.0	0.0

		<u>NONE</u>	<u>VERY LITTLE</u>	<u>MODERATE</u>	<u>QUITE A LOT</u>	<u>VERY MUCH</u>
50.	Are students in your school prejudiced against Blacks?	S: 24.1 T: 20.0 P: 0.0	38.2 46.4 75.0	18.1 25.5 0.0	13.6 5.9 25.0	6.0 2.3 0.0
51.	Are students in your school prejudiced against Hispanics?	S: 18.6 T: 7.7 P: 0.0	37.2 41.8 62.5	24.9 36.8 25.0	12.3 10.0 12.5	7.0 3.6 0.0
52.	Are students in your school prejudiced against Whites?	S: 16.5 T: 10.5 P: 12.5	27.6 33.2 37.5	16.3 37.7 25.0	19.0 15.0 25.0	20.6 3.6 0.0
53.	Are businesses in Paterson prejudiced against Blacks?	S: 12.5 T: 9.6 P: 0.0	26.8 23.9 12.5	20.1 33.0 50.0	21.8 22.9 37.5	18.8 10.6 0.0
54.	Are businesses in Paterson prejudiced against Hispanics?	S: 12.6 T: 10.6 P: 0.0	29.6 26.1 25.0	24.4 34.4 25.0	19.1 21.1 50.0	14.3 7.8 0.0
55.	Are businesses in Paterson prejudiced against Whites?	S: 65.9 T: 45.4 P: 12.5	23.6 35.3 75.0	6.3 14.7 12.5	3.5 3.2 0.0	0.8 1.4 0.0
56.	Are town officials (such as the police) in Paterson prejudiced against Blacks?	S: 14.8 T: 10.5 P: 12.5	24.7 16.0 0.0	24.0 26.5 50.0	17.5 23.3 37.5	19.5 23.7 0.0
57.	Are town officials in Paterson prejudiced against Hispanics?	S: 12.6 T: 9.1 P: 12.5	26.2 18.7 12.5	28.2 35.6 50.0	17.9 20.5 25.0	15.1 16.0 0.0
58.	Are town officials in Paterson prejudiced against Whites?	S: 58.4 T: 43.3 P: 12.5	25.2 38.2 37.5	12.1 14.7 37.5	2.5 2.3 12.5	1.8 1.4 0.0

59. Is racial prejudice a big problem in the Paterson schools?

	Very Big Problem	Big Problem	Not a Very Big Problem	No Problem At All
S:	13.9	22.8	45.3	16.7
T:	6.0	21.3	58.3	13.0
P:	0.0	12.5	75.0	12.5

60. Who is the current Mayor of Paterson?

	Graves	Kramer	Bell	Rooney	Vance
S:	7.4	84.8	3.6	2.0	2.3
T:	5.5	90.5	0.0	0.0	0.0
P:	12.5	75.0	0.0	0.0	12.5

61. Who is the Superintendent of Schools in Paterson?

	Weir	Gioia	Cornish	Lindy	Napier
S:	8.2	7.9	8.7	8.7	71.3
T:	0.0	0.0	0.0	0.0	93.2
P:	0.0	0.0	0.0	0.0	100.0

62. What grade would you give the government in Paterson?

	Excellent	Good	Fair	Poor	Failing
S:	3.7	13.7	43.0	27.8	11.7
T:	1.4	14.3	34.1	31.3	18.9
P:	0.0	12.5	50.0	37.5	0.0

63. What grade would you give the United States government?

	Excellent	Good	Fair	Poor	Failing
S:	7.7	28.8	36.5	20.7	6.3
T:	2.8	20.6	46.8	24.3	5.5
P:	0.0	37.5	50.0	12.5	0.0

64. What percentage of students in Paterson have a problem with alcohol?

	None	Less Than 20%	20% - 50%	Over 50%
S:	5.0	24.9	39.9	29.4
T:	0.4	38.4	50.0	10.2
P:	0.0	37.5	37.5	25.0

65. What percentage of students in Paterson have a problem with drugs?

	None	Less Than 20%	20% - 50%	Over 50%
S:	3.7	14.0	33.0	47.0
T:	1.4	23.5	53.9	20.7
P:	0.0	37.5	25.0	37.5

66. Do you know where to get drugs in your neighborhood if you wanted them?

	Yes	No
S:	58.6	40.1
T:	82.1	11.5
P:	100.0	0.0

67. Do you think that you will have a better life than your parents?

	Much Better Life	Slightly Better Life	Slightly Worse Life	Much Worse Life
S:	41.1	49.9	6.8	2.0
T:	47.5	47.9	4.1	0.5
P:	50.0	50.0	0.0	0.0

68. Do you think that you will be better off than your parents financially?

	Much Better Off	Slightly Better Off	Slightly Worse Off	Much Worse Off
S:	32.4	53.8	10.1	3.3
T:	47.2	45.8	5.6	1.4
P:	50.0	50.0	0.0	0.0

69. What do you feel is the financial status of your family?

	Very Well Off	Financially Comfortable	Some Difficulty	Great Difficulty
S:	10.1	55.8	27.6	6.5
T:	0.9	17.6	63.4	18.1
P:	0.0	12.5	75.0	12.5

70. Do you think that the more schooling you have, the better off you will be financially?

	Makes More Difference	Big Difference	Little Difference	No Difference
S:	25.4	53.0	17.1	4.5
T:	17.2	43.3	36.3	3.3
P:	37.5	62.5	0.0	0.0

71. Do you think that more schooling will help you have a better life?

	Makes More Difference	Big Difference	Little Difference	No Difference
S:	27.4	53.0	16.6	3.0
T:	14.0	43.7	36.3	6.0
P:	25.0	75.0	0.0	0.0

72. How much money do you spend personally each week?

	Under \$1.00	\$1.00 - \$5.00	\$6.00 - \$10.00	Over \$10.00
S:	5.8	28.4	26.9	37.7
T:	2.8	17.8	37.6	41.3
P:	0.0	0.0	25.0	75.0

In this section of the questionnaire, you are asked to estimate the yearly income of different groups. There are five categories of answers:



		<u>UNDER</u> <u>\$5,000</u>	<u>\$5,001 -</u> <u>\$10,000</u>	<u>\$10,001 -</u> <u>\$25,000</u>	<u>\$25,001 -</u> <u>\$50,000</u>	<u>OVER</u> <u>\$50,000</u>
73.	How much money do you think a doctor makes each year?	S: 1.0 T: 1.9 P: 0.0	9.8 2.3 0.0	18.7 7.5 0.0	41.4 29.9 12.5	29.0 58.4 87.5
74.	How much money do you think a factory worker makes each year?	S: 26.9 T: 8.9 P: 12.5	49.5 59.8 75.0	17.3 26.2 12.5	4.8 3.3 0.0	1.5 1.9 0.0
75.	How much money do you think a teacher makes each year?	S: 16.4 T: 2.3 P: 0.0	29.0 17.4 12.5	47.2 65.7 87.5	5.6 9.9 0.0	1.8 4.7 0.0
76.	How much money do you think a gas station attendant makes each year?	S: 28.7 T: 19.6 P: 0.0	36.8 57.0 87.5	23.2 20.6 12.5	8.6 1.4 0.0	2.8 1.4 0.0
77.	How much money does someone on welfare receive each year?	S: 45.2 T: 43.4 P: 87.5	33.2 44.8 12.5	11.9 9.0 0.0	4.6 1.9 0.0	5.1 0.9 0.0

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S -- Student Respondents: 399

T -- Teacher Respondents: 220

P -- Principal Respondents: 8

## TEACHER RESULTS

1978 PATERSON SCHOOLS TEACHER SURVEY RESULTS

2. How many years of teaching experience do you have?

Less Than One Year (6.4%)  
 Between One and Three Years (16.3%)  
 Between Four and Seven Years (27.3%)  
 Over Seven Years (49.3%)

3. What grade level do you teach?

K - 3 (34.2%)  
 4 - 6 (24.2%)  
 7 - 8 (17.5%)  
 9 - 12 (23.6%)

4. What is your racial/ethnic background?

Asian (1.2%)  
 Black (24.2%)  
 Caucasian (58.8%)  
 Hispanic (3.9%)  
 Native American (12.0%)

5. Do you live in Paterson?

Yes (34.%)  
 No (63.0%)

8. As a teacher, how does Paterson compare with your past school system?

	Better	About the Same	Worse	Have Not Taught In Other
T:	4.5	13.0	23.4	58.0
P:	8.1	24.3	10.8	56.8

9. How would you rate the education offered by the Paterson schools?

	Excellent	Very Good	Good	Fair	Poor
T:	1.9	10.1	31.9	39.0	17.0
P:	0.0	24.3	51.4	24.3	0.0

10. How do you think that parents of children in your school would rate the quality of education in the schools?

	Excellent	Very Good	Good	Fair	Poor
T:	1.6	8.5	40.3	36.5	13.1
P:	8.1	16.2	48.6	13.5	13.5

11. How do you think the children in your school would rate the quality of education in the schools?

	Excellent	Very Good	Good	Fair	Poor
T:	2.3	14.6	46.6	27.4	9.1
P:	10.8	10.8	64.9	10.8	2.7

12. How would you rate the education offered by your school as compared with other Paterson schools?

	The Education Is Better	The Education Is The Same	The Education Is Worse
T:	43.1	43.7	12.6
P:	81.1	16.2	2.7

13. How close do the Paterson public schools come to your ideal for an urban school system?

	Paterson Schools Meet My Ideal	Come Reasonably Close to My Ideal
T:	3.2	15.6
P:	2.7	32.4

	Improvement Is Needed to Reach My Ideal	Complete Reconceptualization Needed
T:	56.6	24.0
P:	56.8	5.4

14. Do you feel that the schools in Paterson are headed toward improvement in the future?

	They Will Probably Improve	Remain the Same	Get Worse
T:	43.2	31.6	24.4
P:	73.0	27.0	0.0

15. Do you enjoy your present assignment as a teacher in Paterson?

	Yes, Very Much	Somewhat	A Little	Not At All
T:	58.8	29.2	9.0	2.9
P:	48.6	45.9	2.7	0.0

16. Do you expect to enjoy being a school teacher in Paterson more or less in the years ahead?

	More	About the Same	Less
T:	33.3	44.0	22.0
P:	30.6	58.3	11.1

The following are components of the Paterson Schools. Rate each in terms of your opinion of their effectiveness in contributing to the quality of schooling in Paterson. There are five possible ratings: Very Effective; Effective; Somewhat Effective; Ineffective; and No Information to Judge.



			Very Effective	Effective	Somewhat Effective	Ineffective	No Information To Judge
17.	The Superintendent	T: 12.7 P: 16.2	26.0 51.4	32.5 29.7	18.4 2.7	10.3 0.0	
18.	Supervisors	T: 6.8 P: 2.7	23.9 18.9	36.0 59.5	23.4 18.9	9.9 0.0	
19.	Principals	T: 16.5 P: 5.4	29.5 59.5	36.0 35.1	17.0 0.0	1.0 0.0	
20.	Teachers	T: 19.4 P: 10.8	44.1 56.8	32.1 29.7	3.2 2.7	1.3 0.0	
21.	School Board	T: 2.3 P: 2.7	10.3 8.1	28.9 51.4	46.1 35.1	12.4 2.7	
22.	Community Participa- tion in the Schools	T: 1.6 P: 0.0	5.2 2.7	20.2 10.8	65.4 86.5	7.6 0.0	
23.	The General Curriculum	T: 2.4 P: 0.0	21.6 18.9	47.5 67.6	26.2 13.5	2.2 0.0	
24.	Curriculum Guides in Individual Subjects	T: 3.1 P: 0.0	18.8 27.0	42.7 59.5	31.1 13.5	4.2 0.0	
25.	Counselling and Guidance for Students	T: 2.5 P: 0.0	11.5 8.1	33.4 37.8	44.1 48.6	8.6 5.4	
26.	Provisions for Cultural Differences of Students	T: 3.1 P: 2.7	15.1 27.0	38.6 48.6	37.3 21.6	5.9 0.0	
27.	Provisions for Racial Differences of Students	T: 4.4 P: 5.6	19.8 19.4	37.4 58.3	30.6 13.9	7.8 2.8	
28.	Textbooks	T: 2.6 P: 2.7	16.6 35.1	39.8 51.4	37.8 10.8	3.2 0.0	
29.	Classroom Materials	T: 4.4 P: 5.4	20.9 45.9	38.2 37.8	34.1 10.8	2.4 0.0	

		Very Effective	Effective	Somewhat Effective	Ineffective	No Information To Judge
30.	Audiovisual Materials	T: 7.7 P: 8.1	26.3 40.5	38.6 40.5	24.7 10.8	2.7 0.0
31.	Supplies	T: 7.0 P: 18.9	19.2 40.5	37.3 27.0	35.3 13.5	1.3 0.0
32.	Custodial Support	T: 10.8 P: 13.5	28.8 32.4	34.3 37.8	24.1 16.2	1.9 0.0
33.	Security Measures	T: 9.5 P: 13.5	29.7 27.0	36.0 40.5	22.7 13.5	2.1 5.4
34.	Buildings	T: 5.1 P: 5.4	23.1 27.0	37.9 48.6	32.3 16.2	1.6 2.7
35.	Playgrounds	T: 3.3 P: 5.4	16.5 10.8	30.1 43.2	40.2 29.7	9.9 10.8
36.	Provision for Basic Skills	T: 6.3 P: 5.4	22.1 43.2	45.0 45.9	23.5 2.7	3.1 2.7
37.	The Reading Program	T: 6.6 P: 5.6	21.4 44.4	35.7 36.1	28.2 13.9	8.0 0.0
38.	Aesthetic Appreciation Program	T: 2.6 P: 0.0	12.8 16.2	34.2 56.8	38.5 27.0	11.8 0.0
39.	Paterson Sponsored Teacher Inservice Programs	T: 2.6 P: 0.0	13.2 8.3	34.1 52.8	44.0 38.9	6.1 0.0
40.	Punishments and Rewards for Poor and Good Teaching	T: 1.6 P: 0.0	11.0 5.4	27.2 35.1	45.6 51.4	14.6 8.1
41.	Evaluation of Students Using Standardized Achievement Tests	T: 1.9 P: 0.0	9.7 13.5	36.0 62.2	43.2 24.3	9.2 0.0
42.	School Administration Response to Teacher Initiatives and Ideas	T: 6.5 P: 10.8	19.1 45.9	35.5 37.8	34.8 5.4	4.2 0.0

		<u>Very Effective</u>	<u>Effective</u>	<u>Somewhat Effective</u>	<u>Ineffective</u>	<u>No Information To Judge</u>
43.	Use of Student Achievement Results on Standardized Tests as a Means of Evaluating the Performance of Principals	T: 1.2 P: 0.0	5.7 13.5	18.4 29.7	53.1 45.9	21.6 10.8
44.	Use of Student Achievement Results on Standardized Tests as a Means of Evaluating the Performance of Teachers	T: 1.5 P: 0.0	5.8 8.1	17.6 27.0	56.9 51.4	18.2 13.5

Rate the following in terms of effective communication with teachers. There are five possible ratings: Very Effective; Adequate; Weak; Very Inefficient; and Inadequate Information to Judge.

		<u>Very Effective</u>	<u>Adequate</u>	<u>Weak</u>	<u>Very Inefficient</u>	<u>Inadequate Information To Judge</u>
45.	Your Principal	T: 29.3 P: 40.5	37.4 51.4	18.4 5.4	13.2 0.0	1.6 2.7
46.	Supervisors	T: 13.6 P: 0.0	32.5 45.9	23.0 29.7	18.0 18.9	12.9 5.4
47.	The Superintendent	T: 10.1 P: 18.9	30.0 40.5	21.2 32.4	26.0 2.7	12.7 5.4
48.	Teacher Association Leadership	T: 13.0 P: 18.9	37.5 32.4	24.9 35.1	17.7 10.8	6.9 2.7

		<u>Very Effective</u>	<u>Adequate</u>	<u>Weak</u>	<u>Very Inefficient</u>	<u>Inadequate Information To Judge</u>
49. Parent Association Leadership	T:	3.7	15.1	22.1	41.7	17.4
	P:	8.1	5.4	35.1	29.7	21.6
50. Individual Parents	T:	5.9	21.6	36.2	31.4	5.0
	P:	8.1	40.5	32.4	18.9	0.0

Listed below are various teaching activities. Please indicate the average time you spend each week on each activity. There are four possible ratings: Less Than 1 Hr./Wk.; 1 - 4 Hrs./Wk.; 5 - 10 Hrs./Wk.; and Over 10 Hrs.

		<u>Less Than 1 Hr./Wk.</u>	<u>1 - 4 Hrs./Wk.</u>	<u>5 - 10 Hrs./Wk.</u>	<u>Over 10 Hrs.</u>
51. Classroom Teaching	T:	4.1	5.6	10.4	76.8
	P:	5.4	2.7	13.5	75.7
52. Classroom Preparation Time	T:	5.6	35.1	36.9	21.4
	P:	10.8	37.8	37.8	13.5
53. Student Contact Out of Class	T:	47.1	37.7	9.6	5.0
	P:	54.1	32.4	8.1	5.4
54. Supervision (Cafeteria, Hall, etc.)	T:	49.6	31.6	14.0	3.9
	P:	59.5	27.0	10.8	2.7
55. Contact With Individual Parents	T:	68.7	26.2	2.9	1.8
	P:	56.8	37.8	2.7	2.7
56. Administrative Details	T:	40.3	38.6	12.5	7.8
	P:	24.3	48.6	21.6	5.4

Again listed below are the same professional activities for which you indicated the amount of time you spend each week. Please indicate how you feel about the amount of time you spend. There are three possible ratings: Too Much Time; Right Amount of Time; and Too Little Time.

		<u>Too Much Time</u>	<u>Right Amount Of Time</u>	<u>Too Little Time</u>
57. Classroom Teaching	T:	5.7	75.3	17.9
	P:	2.7	75.7	21.6
58. Preparation Time	T:	11.3	71.8	16.3
	P:	10.8	78.4	10.8
59. Student Contact Out of Class	T:	6.9	57.0	35.3
	P:	2.7	56.8	40.5
60. Supervision (Cafeteria, Hall, etc.)	T:	29.0	62.4	7.3
	P:	27.8	61.1	11.1
61. Contact With Individual Parents	T:	7.8	39.6	51.0
	P:	8.1	48.6	40.5
62. Administrative Details	T:	40.4	46.4	11.8
	P:	48.6	45.9	2.7

What are the influences on most students' performance in school? There are four possible ratings: Strong Influence; Moderate Influence; Little Influence; and No Influence.

		<u>Strong Influence</u>	<u>Moderate Influence</u>	<u>Little Influence</u>	<u>No Influence</u>
63. Family and Friends	T:	67.7	17.5	12.2	2.2
	P:	63.9	25.0	8.3	2.8
64. Teachers Association	T:	16.6	34.0	23.9	23.9
	P:	10.8	24.3	35.1	24.3



		<u>Strong Influence</u>	<u>Moderate Influence</u>	<u>Little Influence</u>	<u>No Influence</u>
65. School Spirit	T:	14.1	35.4	32.7	16.6
	P:	24.3	54.1	16.2	5.4
66. Town/Community	T:	24.1	27.6	29.0	18.5
	P:	18.9	45.9	32.4	2.7
67. Religion	T:	7.3	26.7	39.9	24.6
	P:	13.5	18.9	43.2	24.3
68. Television	T:	60.7	24.6	10.8	3.7
	P:	75.7	24.3	0.0	0.0
69. The World Situation	T:	8.2	20.2	37.5	31.7
	P:	8.1	16.2	59.5	16.2
70. General Cynicism	T:	21.3	32.0	30.1	15.2
	P:	27.0	24.3	35.1	13.5
71. General Optimism	T:	10.7	32.8	39.1	16.3
	P:	11.1	33.3	44.4	11.1

72. Do you feel that the average student in your school is performing at a satisfactory level?

	<u>Optimum Level</u>	<u>Satisfactory Level</u>	<u>Less Than Satisfactory</u>	<u>Very Unsatisfactory</u>
T:	2.6	25.6	53.3	18.3
P:	5.6	38.9	47.2	8.3

73. What percentage of your students do you think will go to college given the present school/community environment?

	<u>Less Than 20%</u>	<u>20% - 50%</u>	<u>51% - 80%</u>	<u>Over 80%</u>
T:	61.2	32.0	5.5	1.2
P:	50.0	41.7	8.3	0.0

74. What percentage of your students do you think should go to college given ideal school/community circumstances?

	Less Than 20%	20% - 50%	51% - 80%	Over 80%
T:	13.2	43.2	33.3	10.1
P:	11.1	50.0	36.1	2.8

75. How important is an intercultural curriculum for Paterson schools?

	Very Important	Important	Of Little Importance	Of No Importance
T:	38.2	40.1	18.3	3.2
P:	33.3	58.3	5.6	2.8

76. Do you think it is appropriate for you to take time to assist the administration in planning the future of schools in Paterson?

	Very Appropriate	Appropriate	Somewhat Appropriate	Inappropriate
T:	63.3	28.3	6.9	1.4
P:	80.0	20.0	0.0	0.0

77. Would you actively seek to transfer schools to participate in the development of an experimental program to improve Paterson schools?

	Actively Seek Transfer	Probably Volunteer to Transfer
T:	14.8	28.6
P:	22.9	28.6
	Probably Not Volunteer To Transfer	Definitely Would Not Transfer
T:	34.0	22.2
P:	34.0	14.3

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T -- Respondents: 1,058

P -- Principal Respondents: 37

## PRINCIPAL RESULTS

1978 PATERSON SCHOOLS PRINCIPAL SURVEY RESULTS

2. How many years of administrative experience do you have?

Less Than One Year (0.0%)  
 Between One and Three Years (0.0%)  
 Between Four and Seven Years (15.2%)  
 Over Seven Years (81.8%)

3. How long have you been principal of this school?

Less Than One Year (15.6%)  
 Between One and Three Years (28.1%)  
 Between Four and Seven Years (43.0%)

4. What is your racial/ethnic background?

Asian (0.0%)  
 Black (20.0%)  
 Caucasian (60.0%)  
 Hispanic (3.3%)  
 Native American (16.7%)

5. Do you live in Paterson?

Yes (27.3%)  
 No (72.7%)

6. How does Paterson compare with your past school system in which you have been an administrator?

	Better	About the Same	Worse	Have Not Served As Administrator In Other
P:	3.4	3.4	0.0	93.1
T:	11.9	23.4	14.0	49.7

7. How would you rate the education offered by the Paterson schools?

	Excellent	Very Good	Good	Fair	Poor
P:	3.2	25.8	38.7	32.3	0.0
T:	10.3	28.2	34.5	20.6	6.5

8. How do you think the parents of children in your school would rate the quality of education in the schools?

	Excellent	Very Good	Good	Fair	Poor
P:	2.9	17.6	35.3	32.4	11.8
T:	8.1	27.5	37.3	21.3	5.8

9. How do you think the children in your school would rate the quality of education in the schools?

	Excellent	Very Good	Good	Fair	Poor
P:	5.9	23.5	41.2	26.5	2.9
T:	9.5	25.3	45.3	16.2	3.6

10. How would you rate the education offered by your school as compared with other Paterson schools?

	The Education Is Better	The Education Is The Same	The Education Is Worse
P:	73.5	20.6	0.0
T:	55.5	31.1	11.8

11. How close do the Paterson public schools come to your ideal for an urban school system?

	Paterson Schools Meet My Ideal	Come Reasonably Close to My Ideal
P:	3.0	24.2
T:	11.6	38.3



	Significant Improvement Is Needed	Complete Reconceptualization Is Necessary
P:	60.6	9.1
T:	42.1	7.9

12. Do you feel that the schools in Paterson are headed toward improvement in the future?

	They Will Probably Improve	Probably Remain the Same	Probably Get Worse
P:	82.4	11.8	5.9
T:	66.2	21.8	11.9

13. Do you enjoy your present assignment as a principal in Paterson?

	Yes, Very Much	Somewhat	A Little	Not At All
P:	82.4	11.8	5.9	0.0
T:	65.8	23.4	6.4	4.3

14. Do you expect to enjoy being a school administrator in Paterson more or less in the years ahead?

	More	About the Same	Less
P:	47.1	38.2	14.7
T:	53.1	34.9	10.9

The following are components of the Paterson Schools. Rate each in terms of your opinion of their effectiveness in contributing to the quality of schooling in Paterson. There are five possible ratings: Very Effective; Effective; Somewhat Effective; Ineffective; and No Information to Judge.

			<div>Very Effective</div>	<div>Effective</div>	<div>Somewhat Effective</div>	<div>Ineffective</div>	<div>No Information To Judge</div>
15.	The Superintendent	P: 41.2 T: 30.4	47.1 37.9	11.8 21.5	0.0 8.8	0.0 1.4	
16.	Supervisors	P: 8.8 T: 18.7	38.2 41.4	35.3 30.0	17.6 8.9	0.0 1.0	
17.	Principals	P: 11.8 T: 34.5	47.1 42.9	23.5 17.6	5.9 3.9	11.8 1.1	
18.	Teachers	P: 5.9 T: 24.4	47.1 45.3	35.3 24.7	2.9 4.9	8.8 0.8	
19.	School Board	P: 8.8 T: 9.7	11.8 28.4	55.9 37.9	23.5 22.2	0.0 1.9	
20.	Community Participa- tion in the Schools	P: 2.9 T: 5.9	11.8 17.0	26.5 37.0	52.9 38.3	5.9 1.7	
21.	The General Curriculum	P: 0.0 T: 8.6	20.6 40.6	55.9 40.0	20.6 10.3	2.9 0.5	
22.	Curriculum Guides in Individual Subjects	P: 0.0 T: 9.4	17.6 35.7	64.7 41.9	17.6 12.1	0.0 0.9	
23.	Counselling and Guidance for Students	P: 0.0 T: 10.1	14.7 32.1	47.1 37.7	26.5 18.6	11.8 1.4	
24.	Provisions for Cultural Differences of Students	P: 5.9 T: 9.4	17.6 31.8	44.1 36.3	29.4 20.6	2.9 1.9	
25.	Provisions for Racial Differences of Students	P: 2.9 T: 11.0	23.5 31.4	44.1 35.6	20.6 19.7	8.8 2.3	
26.	Textbooks	P: 2.9 T: 7.6	38.2 34.4	58.8 39.5	0.0 17.7	0.0 0.8	
27.	Classroom Materials	P: 11.8 T: 10.5	44.1 36.3	44.1 37.3	0.0 15.7	0.0 0.2	

		<u>Very Effective</u>	<u>Effective</u>	<u>Somewhat Effective</u>	<u>Ineffective</u>	<u>No Information To Judge</u>
28.	Audiovisual Materials	P: 8.8 T: 14.3	55.9 38.5	35.3 32.5	0.0 13.9	0.0 0.8
29.	Supplies	P: 11.8 T: 12.0	58.8 34.4	20.6 32.0	8.8 20.8	0.0 0.8
30.	Custodial Support	P: 20.6 T: 15.4	41.2 37.0	17.6 33.4	17.6 13.5	2.9 0.8
31.	Security Measures	P: 11.8 T: 17.4	47.1 39.5	32.4 30.1	0.0 12.2	8.8 0.8
32.	Buildings	P: 8.8 T: 12.8	23.5 37.5	50.0 32.8	14.7 16.3	2.9 0.6
33.	Playgrounds	P: 5.9 T: 9.5	11.8 29.6	44.1 31.1	29.4 23.5	8.8 6.3
34.	Provision for Basic Skills	P: 3.0 T: 14.5	48.5 38.3	39.4 35.5	9.1 11.0	0.0 0.8
35.	The Reading Program	P: 5.9 T: 18.0	52.9 39.1	32.4 31.1	8.8 11.1	0.0 0.7
36.	Aesthetic Appreciation Program	P: 0.0 T: 11.7	32.4 34.3	38.2 34.8	23.5 16.1	5.9 3.0
37.	Paterson Sponsored Teacher Inservice Programs	P: 2.9 T: 11.1	11.8 31.6	50.0 35.4	32.4 20.8	0.0 1.1
38.	Punishments and Rewards for Poor and Good Teaching	P: 0.0 T: 10.3	2.9 32.0	32.4 32.0	50.0 21.0	14.7 4.7
39.	Evaluation of Students Using Standardized Achievement Tests	P: 3.0 T: 8.1	21.2 34.2	42.4 36.6	33.3 19.3	0.0 1.8
40.	School Administration Response to Teacher Initiatives and Ideas	P: 8.8 T: 22.6	41.2 41.7	35.3 23.7	5.9 10.9	8.8 1.1

		<u>Very Effective</u>	<u>Effective</u>	<u>Somewhat Effective</u>	<u>Ineffective</u>	<u>No Information To Judge</u>
41.	Use of Student Achievement Results on Standardized Tests as a Means of Evaluating the Performance of Principals	P: 0.0 T: 9.1	17.6 26.4	14.7 30.0	38.2 30.4	29.4 4.2
42.	Use of Student Achievement Results on Standardized Tests as a Means of Evaluating the Performance of Teachers	P: 2.9 T: 8.1	11.8 25.9	23.5 32.8	32.4 29.2	29.4 4.1

Rate the following in terms of effective communication with teachers. There are five possible ratings: Very Effective; Adequate; Weak; Very Inefficient; and Inadequate Information to Judge.

		<u>Very Effective</u>	<u>Adequate</u>	<u>Weak</u>	<u>Very Inefficient</u>	<u>Inadequate Information To Judge</u>
43.	Your Communication as Principal With Your Staff	P: 55.9 T: 47.7	29.4 38.7	8.8 8.7	2.9 4.6	2.9 0.2
44.	Supervisors	P: 5.9 T: 31.3	41.2 45.2	38.2 15.6	11.8 6.0	2.9 1.8
45.	The Superintendent	P: 26.5 T: 35.5	47.1 42.7	17.6 12.7	2.9 7.4	5.9 1.6
46.	Teacher Association Leadership	P: 12.1 T: 20.2	39.4 45.0	30.3 21.3	12.1 11.2	6.1 2.2

Listed below are various teaching activities. Please indicate the average time you spend each week on each activity. There are four possible ratings: Less Than 1 Hr./Wk.; 1 - 4 Hrs./Wk.; 5 - 10 Hrs./Wk.; and Over 10 Hrs.

		<u>Less Than 1 Hr./Wk.</u>	<u>1 - 4 Hrs./Wk.</u>	<u>5 - 10 Hrs./Wk.</u>	<u>Over 10 Hrs.</u>
47. Classroom Supervision	P:	6.1	48.5	42.4	3.0
	T:	23.2	38.7	23.4	14.1
48. Individual Contact With Teachers Out of Classroom	P:	14.7	52.9	29.4	2.9
	T:	28.2	40.3	20.8	9.7
49. Meetings With Groups of Teachers	P:	32.4	47.1	17.6	2.9
	T:	30.4	43.9	19.0	6.2
50. Meetings Called By Central Administration	P:	30.3	57.6	9.1	3.0
	T:	24.0	45.3	21.1	8.5
51. Contact With Individual Parents	P:	5.9	50.0	26.5	17.6
	T:	12.5	39.0	29.6	17.5
52. Budget Planning	P:	63.6	27.3	6.1	3.0
	T:	19.9	41.3	25.7	11.4
53. Curriculum and Program Planning	P:	14.7	55.9	23.5	5.9
	T:	16.6	35.4	31.0	15.1

Again listed below are the same professional activities for which you indicated the amount of time you spend each week. Please indicate how you feel about the amount of time you spend. There are three possible ratings: Too Much Time; Right Amount of Time; and Too Little Time.

		<u>Too Much Time</u>	<u>Right Amount Of Time</u>	<u>Too Little Time</u>
54. Classroom Supervision of Teachers	P:	14.7	41.2	44.1
	T:	12.4	54.6	31.2



			<u>Too Much Time</u>	<u>Right Amount Of Time</u>	<u>Too Little Time</u>
55.	Individual Contact With Teachers Out of Classroom	P: T:	6.1 8.5	78.8 60.5	15.2 28.7
56.	Meetings With Groups of Teachers	P: T:	5.9 9.0	58.8 63.6	35.3 25.9
57.	Meetings Called By Central Administration	P: T:	12.1 20.0	66.7 60.8	21.2 17.2
58.	Contact With Individual Parents	P: T:	23.5 14.4	67.8 57.9	8.8 25.1
59.	Budget Planning	P: T:	5.9 14.5	64.7 60.8	29.4 22.4
60.	Curriculum and Program Planning	P: T:	8.8 10.2	58.8 59.8	32.4 26.6

What are the influences of teachers' performance in school? There are four possible ratings: Strong Influence; Moderate Influence; Little Influence; and No Influence.

			<u>Strong Influence</u>	<u>Moderate Influence</u>	<u>Little Influence</u>	<u>No Influence</u>
61.	Family and Friends	P: T:	29.4 39.5	55.9 38.0	14.7 17.3	0.0 4.9
62.	Teachers Association	P: T:	20.6 21.2	47.1 49.2	32.4 20.6	0.0 8.5
63.	School Spirit	P: T:	58.8 26.2	29.4 41.7	11.8 23.9	0.0 7.8
64.	Town/Community	P: T:	9.4 15.5	62.5 42.8	18.8 31.9	9.4 9.3

		<u>Strong Influence</u>	<u>Moderate Influence</u>	<u>Little Influence</u>	<u>No Influence</u>
65. Religion	P:	11.8	17.6	32.4	29.4
	T:	10.4	28.8	34.5	29.4
66. Television	P:	23.5	29.4	32.4	14.7
	T:	23.2	27.7	31.6	14.2
67. The World Situation	P:	11.8	52.9	20.6	14.7
	T:	11.6	39.5	34.0	14.0
68. General Cynicism	P:	32.4	41.2	20.6	5.9
	T:	16.3	40.4	31.3	11.5
69. General Optimism	P:	23.5	44.1	26.5	2.9
	T:	16.2	42.8	29.8	10.7

70. Do you feel that the average teacher in your school is performing at a satisfactory level?

	<u>Optimum Level</u>	<u>Satisfactory Level</u>	<u>Less Than Satisfactory</u>	<u>Very Unsatisfactory</u>
P:	20.6	58.8	11.8	5.9
T:	22.0	66.8	9.0	2.2

71. Do you feel that the average teacher in your school is willing to invest time to improve education in Paterson?

	<u>Highly Willing</u>	<u>Somewhat Willing</u>	<u>Slightly Willing</u>	<u>Not Willing At All</u>
P:	42.4	36.4	18.2	0.0
T:	38.8	48.3	11.2	1.7

72. Do you feel that the average teacher in your school is motivated to improve his/her teaching skills?

	Highly Motivated	Somewhat Motivated	Slightly Motivated	Not Motivated
P:	23.5	58.8	14.7	2.9
T:	37.9	49.7	10.7	2.1

73. What percentage of your students do you think will go to college given the present school/community environment?

	Less Than 20%	20% - 50%	51% - 80%	Over 80%
P:	52.9	44.1	2.9	0.0
T:	38.7	43.7	14.2	3.0

74. What percentage of your students do you think will go to college if the school/community environment were ideal, and the students remain the same?

	Less Than 20%	20% - 50%	51% - 80%	Over 80%
P:	14.7	41.2	41.2	2.9
T:	14.7	40.6	33.8	10.7

75. If you had your choice, would you rather administer another Paterson public school at the same level rather than in the one in which you are now principal?

	Yes	No
P:	11.8	88.2
T:	22.7	74.0

76. Do you think it is appropriate for you to take time to assist in planning the future of schools in Paterson?

	Very Appropriate	Appropriate	Somewhat Appropriate	Inappropriate
P:	91.2	8.8	0.0	0.0
T:	72.2	24.1	2.6	1.0

77. Would you actively seek to transfer schools to participate in the development of an experimental program to improve Paterson schools?

	Actively Seek Transfer	Probably Volunteer to Transfer
P:	15.2	45.5
T:	20.0	36.5
	Probably Not Volunteer To Transfer	Definitely Would Not Volunteer To Transfer
P:	27.3	12.1
T:	26.7	16.5

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P -- Principal Respondents: 34

T -- Teacher Respondents: 1,068

## PARENT RESULTS



1978 PATERSON SCHOOLS PARENT SURVEY RESULTS

You are one of about 3,000 Paterson parents who have been selected at random to complete this survey about the Paterson School System and the school which your child attends. Your answers, combined with answers received in a similar survey which was recently administered to teachers, principals and students in the district, will help plan new programs for the Paterson schools.

Many of the questions on this survey concern the education of your child. If you have more than one child, answer the questions as they pertain to the child who brought the survey home from school.

Do not put your name on this survey.

There are no right answers to most of the questions. You should answer each question in a way that best expresses your feelings.

Thank you in advance for taking the time to complete the questionnaire.

CIRCLE YOUR ANSWERS

1. How many children do you have in the Paterson School System?

1. One (26.4%)
2. Two (28.7%)
3. Three (22.2%)
4. More Than Three (22.7%)

2. What is the grade level of your child who brought home this questionnaire?

1. Primary [K-3] (44.3%)
2. Low Intermediate [4-6] (30.2%)
3. High Intermediate [7-8] (17.5%)
4. High School [9-12] (6.8%)
5. Special Education

3. What is your racial/ethnic background?

1. Asian (1.3%)
2. Black (48.1%)
3. Caucasian (18.9%)
4. Hispanic (30.7%)
5. American Indian (1.1%)

4. How would your child rate the quality of education in Paterson Schools?

1. Excellent (9.0%)
2. Very Good (23.3%)
3. Good (38.9%)
4. Fair (25.1%)
5. Poor (3.8%)

5. Does your child enjoy going to school?

1. Yes, he/she enjoys it very much (48.6%)
2. He/she seems to enjoy it (37.2%)
3. He/she tolerates it (10.2%)
4. He/she doesn't enjoy it at all (3.6%)

6. What grade do you feel that your child deserves for reading?

1. A = Excellent (18.7%)
2. B = Good (48.5%)
3. C = Fair (28.6%)
4. D = Poor (3.4%)
5. F = Failing (.9%)

7. What grade do you feel your child deserves in math?

1. A = Excellent (19.4%)
2. B = Good (46.5%)
3. C = Fair (29.8%)
4. D = Poor (3.6%)
5. F = Failing (.8%)

8. What grade does your child deserve for how hard he/she works in school?

1. A = Excellent (20.9%)
2. B = Good (49.8%)
3. C = Fair (26.8%)
4. D = Poor (2.4%)
5. F = Failing (.2%)

9. Do you feel that the Paterson school grading system is fair?

1. Yes (60.2%)
2. No (12.1%)
3. Unsure (27.7%)

10. Does your child receive enough individual help from his/her teachers?

1. Yes (59.4%)
2. I wish the teachers would offer more (34.1%)
3. My child does not receive any individual help (6.3%)

11. Is your child eligible for the free lunch program?

1. Yes (76.6%)
2. No (22.6%)

12. How do you feel about the quality of the school lunches?

1. The lunches are of excellent quality (9.9%)
2. The lunches are of good quality (26.4%)
3. The lunches are of fair quality (27.6%)
4. The lunches are of poor quality (12.5%)
5. I do not know about the quality of lunches (23.6%)

13. Does your child receive enough remedial support in reading?

1. The remedial support in reading is excellent (17.4%)
2. The remedial support in reading is satisfactory (53.3%)
3. The remedial support in reading is weak (13.0%)
4. My child needs remedial reading but doesn't get it (5.7%)
5. My child does not need remedial support in reading (10.6%)

14. Does your child receive enough remedial support in math?

1. The remedial support in math is excellent (19.1%)
2. The remedial support in math is satisfactory (51.7%)
3. The remedial support in math is weak (14.5%)
4. My child needs remedial math but doesn't get it (5.7%)
5. My child does not need remedial support in math (8.9%)

What do you feel are the things that influence your child's performance in school? There are four possible ratings:

1. Strong Influence
2. Moderate Influence
3. Little Influence
4. No Influence

- |   |   |   |   |  |
|---|---|---|---|--|
| 1 | 2 | 3 | 4 | 15. Family (1: 62.9%; 2: 25.1%; 3: 5.7%; 4: 6.0%)                |
| 1 | 2 | 3 | 4 | 16. Friends (1: 24.4%; 2: 39.8%; 3: 23.8%; 4: 12.1%)             |
| 1 | 2 | 3 | 4 | 17. School Spirit (1: 33.4%; 2: 40.6%; 3: 17.7%;<br>4: 8.2%)     |
| 1 | 2 | 3 | 4 | 18. Teachers (1: 50.3%; 2: 33.8%; 3: 11.4%; 4: 44.0%)            |
| 1 | 2 | 3 | 4 | 19. City/Community (1: 15.3%; 2: 33.1%; 3: 28.1%;<br>4: 23.0%)   |
| 1 | 2 | 3 | 4 | 20. Television (1: 25.1%; 2: 30.1%; 3: 24.4%; 4: 20.0%)          |
| 1 | 2 | 3 | 4 | 21. Religion (1: 28.3%; 2: 30.6%; 3: 22.3%; 4: 18.6%)            |
| 1 | 2 | 3 | 4 | 22. World Situation (1: 14.7%; 2: 26.7%; 3: 28.9%;<br>4: 29.7%)  |
| 1 | 2 | 3 | 4 | 23. General Optimism (1: 19.1%; 2: 34.7%; 3: 27.0%;<br>4: 19.0%) |

24. How much time does your child average each evening on homework?

1. My child seldom has any homework (22.4%)
2. Less than one hour (32.5%)
3. 1 - 2 hours (36.8%)
4. 2 - 3 hours (5.6%)
5. More than 3 hours (2.8%)

25. How much time does your child spend each day watching television?

1. My child does not watch television (3.2%)
2. Less than one hour (8.7%)
3. 1 - 2 hours (31.0%)
4. 2 - 3 hours (29.3%)
5. More than 3 hours (27.8%)

26. How many days is your child absent from school each year?

1. 0 - 10 (72.3%)
2. 11 - 20 (20.1%)
3. 21 - 30 (5.0%)
4. 31 - 40 (1.6%)
5. More than 40 (1.0%)

27. Should your child have more choice in what he/she studies?

1. They should have much more choice (22.3%)
2. They need some more choice (37.0%)
3. Usually they have enough choice (35.8%)
4. They have too much choice already (4.8%)

How important is it for your child to study each of the following in school? There are four possible ratings:

1. Very Important
2. Important
3. Somewhat Important
4. Not Important At All

1 2 3 4 28. Art and Music (1: 31.2%; 2: 33.2%; 3: 29.0%;  
4: 6.6%)



1 2 3 4 29. Reading (1: 80.3%; 2: 13.5%; 3: 3.8%; 4: 2.4%)

1 2 3 4 30. Math (1: 82.8%; 2: 11.7%; 3: 2.9%; 4: 2.6%)

1 2 3 4 31. Sex Education (1: 24.3%; 2: 30.8%; 3: 29.5%;  
4: 15.3%)

1 2 3 4 32. The City (1: 25.6%; 2: 37.8%; 3: 29.9%; 4: 6.5%)

1 2 3 4 33. The Future (1: 55.7%; 2: 27.0%; 3: 12.0%; 4: 4.5%)

1 2 3 4 34. History (1: 48.4%; 2: 31.2%; 3: 16.6%; 4: 3.7%)

1 2 3 4 35. Consumer Skills (1: 43.1%; 2: 31.6%; 3: 18.3%;  
4: 6.9%)

36. Does the school adequately prepare your child for college?

1. My child will be well prepared for college (44.9%)
2. My child will be slightly prepared for college (39.3%)
3. My child will not be prepared for college (15.6%)

37. Does the school adequately prepare your child for a job?

1. My child will be prepared for a job (50.0%)
2. My child will be slightly unprepared for a job (34.1%)
3. My child will not be prepared for a job (15.8%)

38. Do you think that your children will have a better life than you do?

1. They will have a much better life (62.7%)
2. They will have a slightly better life (32.4%)
3. They will have a slightly worse life (3.0%)
4. They will be much worse off

39. Do you feel that education makes a difference financially?
1. Education makes more difference than anything else (49.0%)
  2. Education makes a big difference (46.2%)
  3. Education makes little difference (3.2%)
  4. Education makes no difference (1.6%)
40. How would you rate the education offered by the Paterson schools?
1. Excellent (14.1%)
  2. Very Good (26.7%)
  3. Good (32.3%)
  4. Fair (21.0%)
  5. Poor (5.9%)
41. How would you rate the quality of education in your child's school as compared with other Paterson schools?
1. The education in my child's school is better than other Paterson schools (36.2%)
  2. The education is the same (58.7%)
  3. The education is worse (5.0%)
42. How would you rate the education offered by Paterson schools as compared with the Catholic/private schools in Paterson?
1. Public school education is much better (20.7%)
  2. Public school education is about the same (39.2%)
  3. The Catholic/private schools are better (40.1%)
43. How close do the Paterson schools come to your ideal for an urban school system?
1. The Paterson schools meet my ideal (15.5%)
  2. The Paterson schools come reasonably close to my ideal (43.0%)
  3. Significant improvement is needed to reach my ideal (33.0%)
  4. Complete change is necessary to reach my ideal (8.1%)
44. Do you feel that Paterson schools are headed for improvement in the future?
1. They will probably improve (67.9%)
  2. They will probably remain the same (21.7%)
  3. They will probably get worse (10.2%)

45. How would you rate the quality of your child's teachers, overall?

1. Excellent (29.0%)
2. Very Good (33.0%)
3. Good (26.4%)
4. Fair (10.1%)
5. Poor (1.1%)

46. How do you feel about school truancy in Paterson?

1. Truancy is a very big problem (45.5%)
2. Truancy is a big problem (34.0%)
3. Truancy is a slight problem (13.7%)
4. Truancy is no problem (6.4%)

Below are components of the Paterson schools. Rate each in terms of your opinion of their effectiveness in contributing to the quality of education in Paterson. There are five possible ratings:

1. Very Effective
2. Effective
3. Somewhat Effective
4. Ineffective
5. No Information To Judge

1 2 3 4 5 47. The Superintendent (1: 29.7%; 2: 30.1%; 3: 16.9%;  
4: 4.5%; 5: 18.9%)

1 2 3 4 5 48. The Principals (1: 34.1%; 2: 35.3%; 3: 17.4%;  
4: 4.0%; 5: 9.2%)

1 2 3 4 5 49. The Teachers (1: 37.0%; 2: 32.8%; 3: 19.2%;  
4: 4.3%; 5: 6.6%)

1 2 3 4 5 50. The School Board (1: 19.3%; 2: 29.4%; 3: 24.6%;  
4: 8.7%; 5: 0.0%)

1 2 3 4 5 51. Community Participation in the Schools  
(1: 14.5%; 2: 22.7%; 3: 28.2%; 4: 17.7%;  
5: 16.9%)

- 1 2 3 4 5 52. Provisions for Cultural Differences of Students  
(1: 11.2%; 2: 23.9%; 3: 31.1%; 4: 12.7%;  
5: 21.1%)
- 1 2 3 4 5 53. Provisions for Racial Differences of Students  
(1: 12.4%; 2: 23.8%; 3: 27.7%; 4: 16.2%;  
5: 20.3%)
- 1 2 3 4 5 54. School Textbooks (1: 26.2%; 2: 34.6%; 3: 21.2%;  
4: 9.6%; 5: 8.3%)
- 1 2 3 4 5 55. Daytime School Security Measures (1: 25.1%;  
2: 29.6%; 3: 23.2%; 4: 12.5%; 5: 9.8%)
- 1 2 3 4 5 56. School Buildings (1: 19.8%; 2: 31.7%; 3: 27.7%;  
4: 11.0%; 5: 9.8%)
- 1 2 3 4 5 57. Provision for Basic Skills (1: 20.6%; 2: 35.7%;  
3: 25.7%; 4: 7.7%; 5: 10.3%)
- 1 2 3 4 5 58. The Reading Program (1: 33.4%; 2: 33.2%;  
3: 19.1%; 4: 5.7%; 5: 8.5%)
- 1 2 3 4 5 59. Programs for Appreciation of the Arts (1: 16.8%;  
2: 30.6%; 3: 27.8%; 4: 9.1%; 5: 15.7%)
- 1 2 3 4 5 60. Discipline in the Schools (1: 26.6%; 2: 22.4%;  
3: 22.3%; 4: 18.5%; 5: 10.2%)
61. If you have a problem with the schools, can you get school officials to listen to you?
1. They are always ready to listen (72.5%)
  2. Sometimes I have trouble getting their attention (16.8%)
  3. They listen to parents rarely (7.5%)
  4. They don't listen to parents with problems (2.9%)

Please rate the following in terms of effective communication with parents. There are five possible ratings:

1. Very Effective
2. Adequate
3. Weak
4. Very Ineffective
5. No Information to Judge

- 1 2 3 4 5    62. Your Principal (1: 42.6%; 2: 35.4%; 3: 7.5%;  
4: 3.6%; 5: 10.8%)
- 1 2 3 4 5    63. The Superintendent (1: 24.8%; 2: 31.3%; 3: 10.4%;  
4: 5.6%; 5: 27.8%)
- 1 2 3 4 5    64. Local Politicians (1: 9.8%; 2: 24.4%; 3: 18.0%;  
4: 16.1%; 5: 31.7%)
- 1 2 3 4 5    65. Parent-Teachers Association (1: 30.2%; 2: 33.1%;  
3: 13.5%; 4: 7.0%; 5: 16.0%)
66. How often do you visit your child's school?
1. I have never visited my child's school (9.5%)
  2. Once a year (28.6%)
  3. Two to five times a year (47.1%)
  4. Six to ten times a year (8.1%)
  5. More than ten times a year (6.8%)
67. Do you know your child's teacher well enough to greet him/her on the street?
1. Yes (54.2%)
  2. No (45.3%)



## -- QUESTIONS ABOUT PATERSON --

68. Is racial prejudice a big problem in Paterson?

1. Racial prejudice is a very big problem (28.3%)
2. Racial prejudice is a big problem (30.3%)
3. Racial prejudice is not a very big problem (33.0%)
4. Racial prejudice is no problem at all (8.3%)

69. Is racial prejudice a big problem in the schools?

1. Racial prejudice is a very big problem in the schools (19.7%)
2. Racial prejudice is a big problem in the schools (25.3%)
3. Racial prejudice is not a very big problem in the schools (42.1%)
4. Racial prejudice is no problem at all in the schools (12.6%)

70. Who is the superintendent of schools in Paterson?

1. Wier (2.6%)
2. Gioia (4.0%)
3. Cornish (1.5%)
4. Lindy (.8%)
5. Napier (91.0%)

71. What percentage of students in Paterson do you think have a problem with alcohol?

1. None (12.6%)
2. Less than 20% (37.4%)
3. 21% - 50% (33.4%)
4. Over 50% (16.2%)

72. What percentage of the students in Paterson do you think have a problem with drugs?

1. None (7.4%)
2. Less than 20% (23.4%)
3. 21% - 50% (37.8%)
4. Over 50% (31.0%)

73. Do you think your child knows where to get drugs in your neighborhood if he or she wants them?
1. Yes (19.0%)
  2. No (79.5%)
74. Do you feel that your neighborhood is safe for your child to walk in at night?
1. The neighborhood is very safe (6.6%)
  2. The neighborhood is safe (22.1%)
  3. The neighborhood is slightly unsafe (36.7%)
  4. The neighborhood is unsafe (34.7%)
75. Is there enough provision for language differences among children in the Paterson schools?
1. Yes (58.8%)
  2. No (40.1%)
76. Would you want your child to transfer schools in Paterson to take part in an experimental learning program if transportation were provided?
1. I would be very willing to allow my child to transfer schools (28.0%)
  2. I would probably be willing to allow my child to transfer schools (31.6%)
  3. I would probably not be willing to allow my child to transfer schools (15.6%)
  4. I would not be willing to let my child transfer schools (24.4%)
77. Would you be willing to serve on a committee to study ways to improve the schools?
1. I would actively seek to serve on such a committee (20.7%)
  2. I would probably volunteer to serve (48.9%)
  3. I probably wouldn't volunteer to serve (19.7%)
  4. I am not interested (10.6%)

---

NOTE: The number in parentheses indicates the percentage of individuals responding to this statement.

## APPENDIX B:

## INFORMATION SHEET

THE DUNN AND DUNN TEACHING CHARACTERISTIC SURVEY

PROGRAM PREFERENCE SHEET

## INFORMATION SHEET

Name: \_\_\_\_\_ School: \_\_\_\_\_

1. Number of years of Teaching Experience (within or out of district): \_\_\_\_\_
2. Grades Taught: \_\_\_\_\_ Subjects Taught: \_\_\_\_\_  
\_\_\_\_\_
3. Have you taught in any special program within or outside of the district? \_\_\_\_\_
4. Are you fluent in any foreign language? \_\_\_\_\_  
\_\_\_\_\_
5. Elementary
  - a) If you were involved in a parallel program, what grade would you like to teach? \_\_\_\_\_
  - b) What areas of the curriculum do you particularly like teaching? \_\_\_\_\_
  - c) What areas of the curriculum do you not like to teach? \_\_\_\_\_
6. High School
  - a) If you were chosen for a parallel program, what are your areas of certification? \_\_\_\_\_  
\_\_\_\_\_
  - b) What subject area would you like to teach? \_\_\_\_\_  
\_\_\_\_\_
7. Have you had any special training (Examples: Guidance, Counseling, Open Classroom)? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

8. Do you have any outside interests or special skills that might enhance a parallel program? \_\_\_\_\_

9. Elementary

- a) What Reading Series are you using at the present time? \_\_\_\_\_

- b) Is the program compatible with your teaching style? Why or why not? \_\_\_\_\_

10. Comments:



## TEACHING CHARACTERISTIC SURVEY

## Question 1: Instructional Planning

## Directions:

- i. Circle (0) the number that best describes how often you use each of the following planning techniques.
- ii. Place an (X) on the number that best describes how often you would like to use each of the following planning techniques.
- iii. It is possible for a number to have both a (0) and (X) indicated.

Never	Rarely	Occasionally	Frequently	Always
1	2	3	4	5

a) Diagnosis and prescription for each student . . . . .	1	2	3	4	5
b) Whole class lessons . . . . .	1	2	3	4	5
c) Contracts, learning activity packages, or instructional packages . . . . .	1	2	3	4	5
d) Creative activities with student options . . . . .	1	2	3	4	5
e) Programmed materials or drill assignments . . . . .	1	2	3	4	5
f) Small-group assignments . . . . .	1	2	3	4	5
g) Task cards or games . . . . .	1	2	3	4	5

	Never	Rarely	Occasionally	Frequently	Always
	1	2	3	4	5
h) Objectives, varied for individuals . . . . .	1	2	3	4	5
i) Peer tutoring or team learning . . . . .	1	2	3	4	5
j) Role playing or simulations . . . . .	1	2	3	4	5
k) Brainstorming or circles of knowledge . . . . .	1	2	3	4	5
l) Students design their own studies . .	1	2	3	4	5

## Question 2: Teaching Methods

## Directions:

- i. Circle (0) the number that best describes how often you use each of the following teaching methods.
- ii. Place an (X) on the number that best describes how often you would like to use each of the following teaching methods.
- iii. It is possible for a number to have both a (0) and (X) indicated.

	Never	Rarely	Occasionally	Frequently	Always
	1	2	3	4	5
a) Lecture (whole class) . . . . .	1	2	3	4	5
b) Teacher demonstration . . . . .	1	2	3	4	5
c) Small groups (3-8) . . . . .	1	2	3	4	5
d) Media (films, tapes, etc.) . . . . .	1	2	3	4	5
e) Class discussion (question-answer) . .	1	2	3	4	5
f) Individualized (diagnosis and prescription for each student . . . . .	1	2	3	4	5

## Question 3: Student Groupings

## Directions:

- i. Circle (0) the number that best describes how often you use each of the following groupings.
- ii. Place an (X) on the number that best describes how often you would like to use each of the following groupings.
- iii. It is possible for a number to have both a (0) and (X) indicated.

	Never	Rarely	Occasionally	Frequently	Always
	1	2	3	4	5
a) Several small groups (3-8 students) . . . . .	1	2	3	4	5
b) Pairs (2 students) . . . . .	1	2	3	4	5
c) Independent study assignments (student works alone) . . . . .	1	2	3	4	5
d) One-to-one interactions with the teacher . . . . .	1	2	3	4	5
e) Two or more of the above groupings at one time . . . . .	1	2	3	4	5
f) One large group (entire class) . . . . .	1	2	3	4	5

## Question 4: Room Design

## Directions:

- i. Circle (0) the number that best describes how often you use each of the following designs.
- ii. Place an (X) on the number that best describes how often you would like to use each of the following classroom designs.
- iii. It is possible for a number to have both a (0) and (X) indicated.

	Never	Rarely	Occasionally	Frequently	Always
	1	2	3	4	5
a) Rows of desks . . . . .	1	2	3	4	5
b) Small groups of 3-8 students . . . . .	1	2	3	4	5
c) Learning stations or interest centers . . . . .	1	2	3	4	5
d) A variety of areas . . . . .	1	2	3	4	5
e) Individual and small-group (2-4) alcoves, dens, "offices" . . . . .	1	2	3	4	5
f) Three or more of the above arrangements at the same time . . . . .	1	2	3	4	5



## Question 5: Teaching Environment

## Directions:

- i. Circle (0) the number that best describes how often you use each of the following teaching environments.
- ii. Place an (X) on the number that best describes what you would like your instructional environment to be.
- iii. It is possible for a number to have both a (0) and (X) indicated.

Never	Rarely	Occasionally	Frequently	Always
1	2	3	4	5

a) Varied instructional areas are provided in the classroom for different, simultaneous activities . .	1	2	3	4	5
b) Nutritional intake is available for all students as needed . . . . .	1	2	3	4	5
c) Instructional areas are designed for different groups that need to talk and interact . . . . .	1	2	3	4	5
d) Varied time schedules are in use for individuals . . . . .	1	2	3	4	5
e) Students are permitted to choose where they will sit and/or work . . .	1	2	3	4	5
f) Many multisensory resources are available in the classroom for use by individuals and groups . . . .	1	2	3	4	5
g) Alternative arrangements are made for mobile, active, or overly talkative students . . . . .	1	2	3	4	5

## Question 6: Evaluation Techniques

## Directions:

- i. Circle (0) the number that best describes how often you use each of the following techniques.
- ii. Place an (X) on the number that best describes how often you would like to use each of the following evaluation techniques.
- iii. It is possible for a number to have both a (0) and (X) indicated.

Never	Rarely	Occasionally	Frequently	Always
1	2	3	4	5

I use:

a) Observation by moving from group to group and among individuals . . . .	1	2	3	4	5
b) Teacher-made tests . . . . .	1	2	3	4	5
c) Student self-assessment tests . . . .	1	2	3	4	5
d) Performance tests (demonstrations rather than written responses) . . . .	1	2	3	4	5
e) Criterion-referenced achievement tests* based on student self-selected, individual objectives . . .	1	2	3	4	5

---

\*Criterion-Referenced Achievement Tests: The questions on these tests are based directly on the objectives assigned to or selected by the students.

	Never	Rarely	Occasionally	Frequently	Always
	1	2	3	4	5
f) Criterion-referenced achievement tests based on small-group objectives . . . . .	1	2	3	4	5
g) Standardized achievement tests based on grade-level objectives . . .	1	2	3	4	5
h) Criterion-referenced achievement tests based on the individual student's potential . . . . .	1	2	3	4	5

## Question 7: Educational Philosophy

Directions:

Circle the number that best describes your attitude toward each of the following approaches and concepts.

	Strongly Disagree	Disagree	Undecided	Support	Strongly Support
	1	2	3	4	5
a) Open education . . . . .	1	2	3	4	5
b) Diagnostic-prescriptive teaching . . .	1	2	3	4	5
c) Multiage groupings . . . . .	1	2	3	4	5
d) Matched teaching and learning styles .	1	2	3	4	5
e) Alternative education . . . . .	1	2	3	4	5
f) Student-centered curriculum . . . . .	1	2	3	4	5
g) Behavioral or performance objectives . . . . .	1	2	3	4	5
h) Humanistic education . . . . .	1	2	3	4	5
i) Independent study . . . . .	1	2	3	4	5
j) Individualized instruction . . . . .	1	2	3	4	5

NOTE THE REVERSED NUMBERS

k) Traditional education . . . . .	5	4	3	2	1
l) Whole-group achievement . . . . .	5	4	3	2	1
m) Grade-level standards . . . . .	5	4	3	2	1
n) Teacher-dominated instruction . . . . .	5	4	3	2	1

## Question 8: Teaching Characteristics\*

Directions:

Circle the number that best describes you as a teacher.

Not At All	Not Very	Somewhat	Very	Extremely
1	2	3	4	5

I tend to be:

- |  |   |   |   |   |   |
|--|---|---|---|---|---|
| a) Concerned with <u>how</u> students learn<br>(learning style) . . . . .            | 1 | 2 | 3 | 4 | 5 |
| b) Prescriptive (with student options) .   | 1 | 2 | 3 | 4 | 5 |
| c) Demanding--with high expectations<br>based on <u>individual</u> ability . . . . . | 1 | 2 | 3 | 4 | 5 |
| d) Evaluative of students as they<br>work . . . . .                                  | 1 | 2 | 3 | 4 | 5 |

---

\*When teachers respond that they are "concerned with how students learn," the inference is that they permit options in the learning environments because of their awareness of individual differences. An observer should, thus, be able to see students working alone, with a peer or two, or with the teacher; sitting on chairs or on carpeting; using self-selected resources of a multisensory nature (if available); mobile (if necessary and without disturbing others); etc.

When a teacher indicates that he or she tends to be "prescriptive" but permits some students options, observers should be able to locate written objectives that include selected choices.

"Evaluative . . . as (students) work" suggests that observers will be able to see the teacher moving among the students while checking their progress and questioning them.

"Concerned with . . . grade-level curriculum" suggests that observers will see that objectives, lessons, and/or assignments tend to respond to a suggested or required grade-level curriculum.

"Authoritative to reach group objectives" suggests that observers will see the identical objectives, lessons, and/or assignments for every student in the same class.



Not At All	Not Very	Somewhat	Very	Extremely
1	2	3	4	5

## NOTE THE REVERSED NUMBERS

I tend to be:

e) Concerned with <u>how much</u> students learn (grade-level standards) . . . . .	5	4	3	2	1
f) Concerned with what students learn (grade-level curriculum) . . . . .	5	4	3	2	1
g) Lesson plan oriented . . . . .	5	4	3	2	1
h) Authoritative to reach group objectives . . . . .	5	4	3	2	1

Teacher Characteristic Survey adapted from materials presented in Administrator's Guide to New Programs for Faculty Management and Evaluation.

Rita Dunn  
and  
Kenneth J. Dunn

Parker Publishing Company, Inc.  
1977

PROGRAM PREFERENCE

Name: \_\_\_\_\_

School: \_\_\_\_\_

Present Grade/Subject: \_\_\_\_\_

From the following list of programs, please indicate the two choices which most attract you and in which you would be most interested in working. Please designate your "most preferred" option as "1" and your second choice as "2".

Open \_\_\_\_\_

Traditional \_\_\_\_\_

Individualized Instruction \_\_\_\_\_

Alternative \_\_\_\_\_

Preferred grade level/subject (Please rank in order of preference, "a", "b", and "c"):

\_\_\_\_\_ K

\_\_\_\_\_ 3

\_\_\_\_\_ 6

\_\_\_\_\_ 9

\_\_\_\_\_ 1

\_\_\_\_\_ 4

\_\_\_\_\_ 7

\_\_\_\_\_ 2

\_\_\_\_\_ 5

\_\_\_\_\_ 8

Bilingual: \_\_\_\_\_ Elementary

\_\_\_\_\_ Secondary

Subject: \_\_\_\_\_ (High School)

Previous experience in particular programs similar to the above:

Comments:

APPENDIX C:  
RESULTS OF THE PARALLEL PROGRAM ASSESSMENT

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## Section I: PROGRAM ELEMENTS

The goal of the Parallel Programs is to match learning styles with teaching styles. The rationale for this is that some students will be more productive in a certain learning environment than in others. In order to apply theories of learning to teaching, teachers need a basis from which to pull alternative approaches and select one approach to serve as the core. The degree of differences among several models varies quite a bit; however, models are seldom used alone for long periods of time. The following results from the assessment indicate that teachers do not always fit into one pattern but adapt models so as to boost certain kinds of learning. One teaching method is not "better than the other." What we find to be important is how we attempt to reach the learner and how we attempt to improve the capacity of the learner.

The following criteria was used as guidelines for the evaluation of the specific types of Parallel Programs.

### 1. Traditional Programs (T)

At least 2/3 of the work in the classroom has teacher specified requirements for success, made clear to the students at the outset, which will be incorporated into a grading system. From this, teachers will be able to communicate to students and parents the specific goals and objectives of both short and long-term learning activities.

### 2. Open Classroom (O)

For at least 1/3 of the time, students will be required to work in groups of five students or less. This would mean roughly seven to eight hours per week.



Section I: PROGRAM ELEMENTS (continued)

3. Individualized classroom (I)

For at least 1/3 of the curriculum including reading, a system of learning curves illustrating student progress will be developed by the teachers to facilitate evaluation of the individualized approach on a weekly basis.

4. Alternative Elementary (AE) and Alternative High School (AHS)

For at least 1/3 of all learning activities, teachers must provide a minimum of two very different ways for a student to accomplish the objective of that learning activity.

On the following pages you will notice that each matrix depicts the teacher responses for every question. We have circled the responses most frequently given (mode/bimodal). The comments to the right refer to the trends seen in the matrixes.

This section includes the answers of the Parallel teachers organized in the following program styles:

T = TRADITIONAL	6 Clusters	22 Teachers
O = OPEN	3 Clusters	12 Teachers
I = INDIVIDUALIZED	4 Clusters	16 Teachers
AE = ALTERNATIVE ELEMENTARY	6 Clusters	22 Teachers
AHS = ALTERNATIVE HIGH SCHOOL	2 Clusters	7 Teachers

	25% or less	26% to 50%	51% to 75%	over 75%	Total Number of Teachers
(T)	1	4	14	3	22
(O)	6	4	1		11
(I)	10	5			15
(AE)	4	11	7		22
(AES)		5	1	1	7

1. For what percentage of your instruction time do you spend lecturing and questioning?

There is a high correlation between the teaching styles and the amount of time spent on lecturing and questioning.

	25% or less	26% to 50%	51% to 75%	over 75%	Total Number of Teachers
(T)	1	4	4	13	22
(O)	1		5	5	11
(I)			3	13	16
(AE)		4	10	8	22
(AES)		1	3	3	7

2. How much of the work which you assign to students has specified requirements for success?

All programs lean heavily toward student work that has specified requirements for success

	25% or less	26% to 50%	51% to 75%	over 75%	Total Number of Teachers
(T)	10	7	3	2	22
(O)		3	4	5	12
(I)	2	3	8	3	16
(AE)	3	5	11	3	22
(AES)	4	3			7

3. For what percentage of your classroom time do students work in groups?

Open, Individualized, and Alternative Elementary teachers indicate that their students spend much time in group work. The Traditional and Alternative High School teachers tend to favor whole class instruction.

	25% or less	26% to 50%	51% to 75%	over 75%	Total Number of Teachers
(T)	6	3	11	2	22
(O)	8	4			12
(I)	13	3			16
(AE)	14	3	5		22
(AES)	4	2		1	7

4. What percentage of a student's grade is based on comparison with other children in the same class?

The Traditional teachers indicate that they base most of a student's grade on comparison with other students. The other programs indicate that they use another method.

	25% or less	26% to 50%	51% to 75%	over 75%	Total Number of Teachers
(T)		2	10	10	22
(O)		1	9	2	12
(I)		2	8	6	16
(AE)		2	13	7	22
(AHS)		3	1	3	7

5. What percentage of your instruction is devoted to basic skills?

We are pleased to find that basic skills are important to all programs.

	25% or less	26% to 50%	51% to 75%	over 75%	Total Number of Teachers
(T)	1	10	7	4	22
(O)		4	8		12
(I)		4	4	8	16
(AE)	1	4	8	9	22
(AHS)	2	3	1	1	7

6. What percentage of a student's grade is based on the child's progress rather than on his/her achievement level?

Open, Individualized, and Alternative Elementary teachers show that they base most of a student's grade on his/her progress. The Traditional and Alternative High School teachers indicate that they base a significant proportion of the student's grade on achievement levels.

	25% or less	26% to 50%	51% to 75%	over 75%	Total Number of Teachers
(T)	13	2	4	3	22
(O)	5	5	2		12
(I)	8	7	1		16
(AE)	10	9	2		21
(AES)	5	2			7

7. What percentage of the time are students working in student-initiated activities?

Here is an area where the Parallel Programs need to direct attention.

	25% or less	26% to 50%	51% to 75%	over 75%	Total Number of Teachers
(T)	14	6	1		21
(O)	2	6	2		10
(I)	4	8	2	2	16
(AE)	10	11	1		22
(AES)	7				7

8. For what percentage of instruction time is each student working individually in learning centers or learning areas?

This area also needs to be further studied.



	25% or less	26% to 50%	51% to 75%	over 75%	Total Number of Teachers
(T)		2	8	12	22
(O)	2	7	1	2	12
(I)	1	10	4	1	16
(AE)		9	9	4	22
(AES)		1	3	3	7

9. What percentage of the time are students working in teacher-directed activities?

There is a high correlation between these findings and characteristics of specific teaching programs.

	25% or less	26% to 50%	51% to 75%	over 75%	Total Number of Teachers
(T)	7	3	5	6	21
(O)	2	2	5	3	12
(I)	7	4	4	1	16
(AE)	4	5	9	3	21
(AES)		2	2	3	7

10. What percentage of the curriculum is modified to meet the unique interests of the children in the class?

Interestingly enough, the modifications of curriculum were more indicative of single teachers than of program styles. All teachers can meet the unique needs of students.



	25% or less	26% to 50%	51% to 75%	over 75%	Total Number of Teachers
(T)	6	3	(11)	1	21
(O)	2	2	(4)	3	11
(I)	(7)	5	2	2	16
(AE)	4	(9)	6	2	21
(ABS)	2	2	(3)		7

11. What percentage of the curriculum is taught through the inquiry and discovery method of teaching?

Traditional, Open, and Alternative High School programs indicate the use of the inquiry and discovery method of teaching more frequently than the Individualized and Alternative Elementary programs.

	25% or less	26% to 50%	51% to 75%	over 75%	Total Number of Teachers
(T)	3	(10)	7	1	21
(O)	1	4	(6)	1	12
(I)		5	(10)	1	16
(AE)	1	(16)	5		22
(ABS)	(3)	(3)	1		7

12. For what percentage of the total instructional time do your students work independently?

Teachers, regardless of program styles, find ways for students to work independently.

	25% or less	26% to 50%	51% to 75%	over 75%	Total Number of Teachers
(T)	4	(12)	4	1	21
(O)	3	(7)	2		12
(I)	1	5	(9)		16
(AE)	3	(10)	(9)	1	23
(AHS)	(5)		1		6

13. For what percentage of reading instruction does each student work individually?

The profile remains consistent for all programs except Alternative High School.

	25% or less	26% to 50%	51% to 75%	over 75%	Total Number of Teachers
(T)	3	(14)	3	1	21
(O)	1	(7)	3	1	12
(I)		6	(9)	1	16
(AE)	3	(12)	5		20
(AHS)	(3)	1			4

14. For what percentage of math instruction does each student work individually?

Once again, the profile remains consistent for all programs except Alternative High School.

	25% or less	26% to 50%	51% to 75%	over 75%	Total Number of Teachers
(T)	11	6	3	1	21
(O)	8	2	1		11
(I)	10	3	2	1	16
(AE)	12	5	4		21
(AES)	5	1		1	7

15. For what percentage of the program are learning curves constructed to record student progress?

Here is an area where the Parallel Programs need to direct attention.

	25% or less	26% to 50%	51% to 75%	over 75%	Total Number of Teachers
(T)	9	6	5	1	21
(O)	2	5	5		12
(I)	3	4	5	3	15
(AE)	3	7	6	6	22
(AES)	1	2	1	3	7

16. For what percentage in your classroom activities are students given at least two different ways of fulfilling learning objectives?

It seems that each teacher uses multiple strategies in varying degrees.

	Never	Seldom	Often	Routinely	Total Number of Teachers
(T)	1	3	4	12	20
(O)	1	7	2	1	11
(I)	2	6	6	2	16
(AE)	1	2	13	5	21
(AES)	1	1	4		6

17. How often do students use textbooks as a main instructional resource?

This is a positive finding for program styles. Whereas the Traditional and Alternative Elementary and High School teachers use textbooks as their main instructional resource, Open and Individualized teachers find alternative sources.

	Never	Seldom	Often	Routinely	Total Number of Teachers
(T)		11	7	3	21
(O)		4	7	1	12
(I)		5	8	3	16
(AE)		13	7	2	22
(AES)	1	4	1		6

18. How often are students allowed to define for themselves (with approval of the teacher) their own unique learning activities?

The findings indicate that students define their own unique learning activities in the Individualized and Open programs more than they do in the other programs.

	Never	Seldom	Often	Routinely	Total Number of Teachers
(T)		6	(9)	6	21
(O)		3	4	(5)	12
(I)		1	(8)	7	16
(AE)		6	(12)	3	21
(AHS)	1	(2)	(2)		5

19. After students are assigned to groups, how often are they regrouped according to skill mastery?

All programs indicate that they regroup according to skill mastery.

	Never	Seldom	Often	Routinely	Total Number of Teachers
(T)		(13)	6	2	21
(O)		(6)	5	1	12
(I)		(8)	6	2	16
(AE)	2	7	(10)	3	22
(AHS)		(5)	2		7

20. How often are students allowed to participate in planning activities?

As indicated previously (see the findings for #9, p.7), the Traditional and Alternative High School teachers plan most class activities. The other programs are divided on this question.



	Never	Seldom	Often	Routinely	Total Number of Teachers
(T)		5	(14)	2	21
(O)			(9)	3	12
(I)		1	(12)	3	16
(AE)	1	4	(12)	5	22
(AES)		2	(4)	1	7

21. How often do you provide learning activities in your class which have as their main purpose developing a more positive self-concept in students?

All programs indicate that a positive self-concept is important.

	Never	Seldom	Often	Routinely	Total Number of Teachers
(T)	2	8	(9)	2	21
(O)	1	1	(9)	1	12
(I)	2	6	6	2	16
(AE)	5	(7)	6	4	22
(AES)		(4)	2		6

22. How often are students given the opportunity to grade their own performance?

The findings show that each teacher gives students the opportunity to grade their own performance in varying degrees.



23. How often are students allowed to participate in planning class objectives?

Here is an area where Parallel Programs need to direct attention.

	Never	Seldom	Often	Routinely	Total Number of Teachers
(T)	1	(14)	3	2	20
(O)	2	(6)	3	1	12
(I)	2	(12)	2		16
(AE)	6	(8)	5	3	22
(AHS)	1	(4)	1		6

24. How often do you use topic or skill activity cards as one of the methods of instruction in your classroom?

Most of the teachers show that they are using activity cards. The Traditional and Individualized Programs indicate that they use these cards more frequently than the other programs. Alternative High School teachers never use them.

	Never	Seldom	Often	Routinely	Total Number of Teachers
(T)	1	5	7	(8)	21
(O)		(6)	3	1	10
(I)			(11)	5	16
(AE)	4	6	(10)	1	21
(AHS)	(6)				6

## LEARNING CENTERS

	Reading (a)	Math (b)	Art (c)	Music (d)	Social Studies (e)	Science (f)	Total Number of Teachers
(T)	(17)	14	3	2	3	6	21
(O)	(12)	10	10	5	5	9	12
(I)	(16)	14	8	3	5	11	16
(AE)	(20)	16	7	2	6	9	22
(AHS)	(2)	1					3
Total # of Centers	(67)	55	28	12	19	35	

25. For which curriculum areas have learning centers been set up in your classroom?

- (a) Most programs have developed reading centers as anticipated.
- (b) A lower but significant number of math centers has been developed.
- (c) A distinctive finding here is that the Open and Individualized Programs have developed art centers in conjunction with their aesthetic activities.
- (d) Only the Open program shows a significant number of music centers developed. This area should be reviewed.
- (e) Social Studies learning centers is an area in which the Parallel Programs need to direct attention.
- (f) It appears that Open and Individualized Programs utilize a science center more than the other programs.

	Daily	Weekly	Monthly	End of each Marking Period	End of the School Year	Total Number of Teachers
(T)	(11)	4	6			21
(O)	(8)	2	2	1		13
(I)	(14)	5				19
(AE)	(14)	6	4			24
(AES)	(3)	2	(3)			8

26. How frequently do students know precisely how well they are achieving your major class objectives?

All programs indicate that a majority of the teachers indicate to students how precisely they are achieving in class on a daily basis.

	None	Less than 30 mins.	30 mins. to 1 hr.	Over 1 hr.	Total Number of Teachers
(T)		4	(15)	2	21
(O)		(6)	(6)		12
(I)	1	(8)	7		16
(AE)	2	8	(10)	1	21
(AES)		(5)	2		7

27. How much time do you expect your students to spend on homework an average night?

Most teachers in each program expect their students to spend one hour or less on homework an average night.

	At the beginning of the year	End of First Marking Period	At the end of the year	Never Specified	Total Number of Teachers
(T)	(17)	3	1	1	22
(O)	(6)	4			10
(I)	(6)	3		3	12
(AE)	(18)	2		1	21
(AES)	(4)				4

28. At what point in the school year do your students know the full requirements for success in your class?

All programs agreed that students be told the full requirements of success in class at the beginning of the year.

## Section II: INSERVICE PROGRAMS

The purpose of our inservice programs is to enhance the skills and competencies of our Parallel teachers. The training the teachers received up to the time of the assessment included:

1. help to groups of Parallel teachers working as twenty-one (21) clusters
2. help to groups of teachers in the form of planned activities (i.e., teaching strategies, implementing the guidelines, etc.) which teachers could carry out in their classrooms
3. help to teachers on an individual basis in their classroom

The following section includes the answers of the Parallel teachers organized in program styles.

T = TRADITIONAL	6 Clusters	22 Teachers
O = OPEN	3 Clusters	12 Teachers
I = INDIVIDUALIZED	4 Clusters	16 Teachers
AE = ALTERNATIVE ELEMENTARY	6 Clusters	22 Teachers
AHS = ALTERNATIVE HIGH SCHOOL	2 Clusters	7 Teachers

You will notice that after some answers, there are additional teacher comments. These are also divided into the programs indicated above each section. Each comment is placed in order of priority according to the frequency of responses ( ) by the teachers surveyed. Each question is worded exactly as it appeared on the assessment.



Section II: INSERVICE PROGRAMS (continued)

1. How many inservice sessions have you attended?

(Please note that the total number of Parallel Program inservice sessions held from September, 1978 to January, 1979 was thirteen (13).

The breakdown of these sessions according to facilitator is as follows:

4 EPC (Educational Progress Corporation, Dolores Radtke)

5 EIC-NW (Educational Improvement Center-Northwest)

4 K-1 (Internal Change Agent Team)

The chart below denotes the attendance of Parallel teachers in each program (traditional (T), open (O), individualized (I), alternative elementary (AE), and alternative high school (AHS) ).

# of Sessions	Attendance of Teachers				
	(T)	(O)	(I)	(AE)	(AHS)
13	2	3	5	4	
12	1	4	2	1	
11	1		2	2	
10	3		3	5	
9	2			1	
8	2			1	
7	1				
6	1	2	1	4	
5		1			2
4		1	1		
2		1		1	1



Section II    INSERVICE PROGRAMS    (continued)

2. How would you rate your present need for inservice programs to help you specifically with your Parallel Program responsibilities?

No inservice is needed

T 1

O       

I       

AE       

AHS 2

Moderate amount is needed

T 13

O 4

I 6

AE 9

AHS 1

Many more inservice activities are needed

T 5

O 6

I 8

AE 5

AHS 1

Comments: ( ) indicates frequency of response

TRADITIONAL PROGRAM

Supportive remarks:

- (1) New ideas of teaching are always helpful for every teacher to know

Area needing improvement:

- (1) Any need overdone can be a hindrance to motivation. It can decrease and become too time consuming.

Recommendations:

- (2) There should be inservice sessions for small groups related to their needs  
 (1) The sessions should be more individualized  
 (1) The teachers should meet and plan among themselves  
 (1) The sessions should see if objectives are being met and if there is a need for more sessions

Additional comment: Since I am enrolled in graduate work, my time is limited

Section II    INSERVICE PROGRAMS                    (continued)

2. (cont'd) How would you rate your present need for inservice programs to help you specifically with your Parallel Program responsibilities?

( ) indicates frequency of response

OPEN PROGRAM

Supportive remarks:

- (1) K-1 workshops are very good
- (1) Very helpful

Areas needing improvement:

- (1) ETC workshops were poor except for the summer ones
- (1) ETC has come to our classroom only once of several times promised
- (1) Inservice sessions are essential for a workable program. However, based on the two sessions I attended, I felt the workshops to be of little value

Recommendations:

- (3) On a down-to-earth, practical level--No more theory
- (1) Individual needs should be met
- (1) They could have been more specific
- (1) They should be  $\frac{1}{2}$  to 1 hour in length because of home schoolwork

INDIVIDUALIZED PROGRAM

Supportive remarks:

- (1) They are adequate

Recommendations:

- (2) They are good if they are geared to present needs as they arise
- (2) ETC needs to be more specific with their inservice

Section II    INSERVICE PROGRAMS    (continued)

2. (cont'd) How would you rate your present need for inservice programs to help you specifically with your Parallel Program responsibilities?

Comments: ( ) indicates frequency of response

ALTERNATIVE ELEMENTARY PROGRAM

Supportive remarks:

- (1) We need a chance to continue our plans for the program

Areas needing improvement:

- (1) With all the extra paperwork, etc., our plans are not always used

Recommendations:

- (2) Intensive training relating to our particular program covering a step-by-step how-to-do program
- (1) Only if it pertains to the program needs as we, the cluster, see it and not as EIC sees it
- (1) Inservice, when necessary, should be confined to specific clusters; i.e., Alternative-Upper, Traditional-Upper instead of all cluster together

ALTERNATIVE HIGH SCHOOL

Areas needing improvement:

- (2) Teachers don't have an opportunity to develop their own ideas
- (1) We more or less had a given program "thrust upon us"
- (1) None have really been tailored to Eastside High School. We seem to be thwarted at every step

Section II     INSERVICE PROGRAMS     (continued)

3. Have you noticed any changes in the Parallel Program Inservice Program since the summer?

<u>Worse</u>	<u>No change</u>	<u>Better</u>	<u>Varies</u>
T _____	T <u>9</u>	T <u>1</u>	T <u>7</u>
O <u>2</u>	O _____	O <u>7</u>	O <u>2</u>
I _____	I _____	I <u>9</u>	I <u>6</u>
AE <u>2</u>	AE <u>2</u>	AE <u>9</u>	AE <u>3</u>
AHS _____	AHS _____	AHS _____	AHS _____

Comments: ( ) indicates frequency of response

TRADITIONAL PROGRAM

Supportive remarks:

- (1) There seems to be more interest and motivation

Areas needing improvement:

- (1) The scheduling of workshops was poor  
 (1) Dates were conflicting with other school obligations  
 (1) Sessions were too lengthy  
 (1) Program seems vague and unclear as it was from the beginning

OPEN PROGRAM

Supportive remarks:

- (2) EPC is handling the program better than EIC  
 (2) K-1 workshops are good  
 (1) Much better when given by ICAT team  
 (1) I have found the three sessions with Ms. Baker(EIC) to be extremely beneficial in the areas of reading and test-taking skill  
 (1) They are meeting the needs of the teachers

Areas needing improvement:

- (1) They didn't meet my needs at all  
 (1) It was a waste of time  
 (1) Few specific answers were given to questions  
 (1) Not much concern for all the other paperwork  
 (1) The programs have not lived up to their said standards; i.e., children were supposed to be pre-screened, etc. Many such discrepancies can be listed.

Section II    INSERVICE PROGRAMS            (continued)

3. (cont'd) Have you noticed any changes in the Parallel Program Inservice Program since the summer?

Comments: ( ) indicates frequency of response

INDIVIDUALIZED PROGRAM

Supportive remarks:

- (2) Much better
- (1) We are doing more concrete activities that can be used in class

Area needing improvement:

- (1) ETC is getting worse

Recommendation:

- (1) More specific with content area

ALTERNATIVE ELEMENTARY PROGRAM

Supportive remarks:

- (2) Better--I'm referring to sessions given by Irene Reynolds
- (1) Workshops have improved very much
- (1) There has been more information

Areas needing improvement:

- (1) Very little relevance to classroom needs
- (1) Have not attended after the summer sessions

ALTERNATIVE HIGH SCHOOL PROGRAM

Areas needing improvement:

- (1) Haven't seen any
- (1) Don't know



Section II: INSERVICE PROGRAMS (continued)

4. How do the Parallel Program inservice sessions compare with the others that you have attended in the Paterson district?

<u>Worse</u>	<u>About the same</u>	<u>Better</u>	<u>Much Better</u>
T <u>    </u>	T <u>11</u>	T <u>5</u>	T <u>2</u>
O <u>1</u>	O <u>2</u>	O <u>3</u>	O <u>3</u>
I <u>    </u>	I <u>3</u>	I <u>9</u>	I <u>2</u>
AE <u>1</u>	AE <u>6</u>	AE <u>6</u>	AE <u>3</u>
AHS <u>    </u>	AHS <u>2</u>	AHS <u>    </u>	AHS <u>    </u>

Comments: ( ) indicates frequency of response

TRADITIONAL PROGRAM

Supportive remarks:

- (2) K-1 workshops have been excellent
- (1) Participation was positive

Areas needing improvement:

- (1) Never attended ones for credit
- (1) Some were repetitious of materials covered in the summer.  
This was due to changes in leaders
- (1) Just as bad and ineffective
- (1) It was the same format, discussions and groups. Something more is needed.

Recommendations:

- (1) ½ day sessions
- (1) Teach us many different activities to insert in our daily program

OPEN PROGRAM

Supportive remarks:

- (1) The Board inservice was more practical than theory by EIC
- (1) EPC was better than EIC
- (1) Teachers were able to make items that are applicable to the classroom situation



Section II: INSERVICE PROGRAMS (continued)

4. (cont'd) How do the Parallel Program inservice sessions compare with the others that you have attended in the Paterson district?

Comments: ( ) indicates frequency of response

INDIVIDUALIZED PROGRAM

Supportive remarks:

- (2) Slightly better if we are speaking about our ¼ hour inservice
- (1) EPC is better, not EIC
- (1) More informative
- (1) They include things that help everyone in teaching

Areas needing improvement:

- (1) Can't compare
- (1) Different information needed
- (1) Worse if you are referring to those that were for credit

ALTERNATIVE ELEMENTARY PROGRAM

Supportive remarks:

- (2) K-1 workshops have been more meaningful and useful
- (1) Bilingual workshops and Parallel workshops have been excellent
- (1) Other workshops have been disappointing and a waste of time

Area needing improvement:

- (1) Only those held since the summer

Additional comment: I had some last year for DAPO and they were excellent.

5. Were the sessions held at a time when you could conveniently attend?

<u>None were</u>	<u>Some were</u>	<u>Most were</u>	<u>All were</u>
T <u>1</u>	T <u>12</u>	T <u>5</u>	T <u>1</u>
O <u>1</u>	O <u>6</u>	O <u>5</u>	O <u>    </u>
I <u>    </u>	I <u>2</u>	I <u>10</u>	I <u>2</u>
AE <u>3</u>	AE <u>10</u>	AE <u>4</u>	AE <u>2</u>
AHS <u>1</u>	AHS <u>1</u>	AHS <u>1</u>	AHS <u>    </u>

Section II: INSERVICE PROGRAMS (continued)

5. (cont'd) Could you suggest a more convenient time to hold the sessions?

Comments: ( ) indicates frequency of response

TRADITIONAL PROGRAM

Recommendations:

- (6) The possibility of our classes being covered
- (3) More advanced notice
- (1) During regular school hours
- (1) 3:00-4:15 p.m.

Additional comment: Because of the crisis at our school (#4) now, it's very hard to suggest a convenient time

OPEN PROGRAM

Area needing improvement:

- (1) Some conflicted with Back-to-School Night

Recommendations:

- (2) ¼ day sessions would be ideal
- (1) During the day
- (1) One hour at a time or give us a day at a time
- (1) Use time planned for Board inservice as a Parallel training session

INDIVIDUALIZED PROGRAM

Recommendations:

- (2) During the school day
- (1) An overall look at all inservice programs should be looked at before planning meetings
- (1) Don't hold them on Back-to-School Night
- (1) Not more than once a week after school
- (1) No consecutive days

ALTERNATIVE ELEMENTARY PROGRAM

Areas needing improvement:

- (1) Sometimes there are too many in one week
- (1) Some workshops conflicted with other workshops I had first started
- (1) I couldn't be at two places on the same day and time
- (1) Transportation problem

Section II: INSERVICE PROGRAMS (continued)

5. Were the sessions held at a time when you could conveniently attend?

Comments: ( ) indicates frequency of response

ALTERNATIVE ELEMENTARY PROGRAM (cont'd)Recommendations:

- (1) Not over the summer
- (1) When something else mandatory for teachers is not held on the same night
- (1) Should be at different schools
- (1) 12:40 during any school day
- (1) Saturday a.m.
- (1) Released time from classes

ALTERNATIVE HIGH SCHOOL PROGRAMSupportive remark:

- (1) During the summer inservice was effective

Area needing improvement:

- (1) Not really because I work--Mondays and Fridays are free but they are bad days for most people

6. How do you feel about the timing of the inservice programs?

Most topics were  
offered prematurely

T 2  
O 3  
I 1  
AE 2  
AHS 1

Most topics were  
offered when needed

T 8  
O 5  
I 3  
AE 4  
AHS 1

Most topics were  
offered after  
they were useful

T 8  
O 1  
I 9  
AE 6  
AHS       

Comments: ( ) indicates frequency of response

INDIVIDUALIZED PROGRAMArea needing improvement:

- (1) Not relevant to the needs of Paterson teachers

Section II: INSERVICE PROGRAMS (continued)

7. Did the Parallel Program inservice sessions provide the help that you needed?

<u>Yes, they did</u>	<u>No, they did not</u>	<u>Some did</u>
T <u>3</u>	T <u>1</u>	T <u>14</u>
O <u>4</u>	O <u>2</u>	O <u>5</u>
I <u>2</u>	I <u>3</u>	I <u>10</u>
AE <u>1</u>	AE <u>3</u>	AE <u>11</u>
AHS <u>      </u>	AHS <u>1</u>	AHS <u>1</u>

Comments: ( ) indicates frequency of response  
OPEN PROGRAM

Supportive remark:

- (1) Summer workshop with Sue Bright (EIC) was excellent

8. Please list the topics for which you would like to see the inservice programs prepared.

This assessment revealed the following needs for inservice education for each program style in the order of priority according to the frequency of responses ( ) by the teachers surveyed.

NEEDS INDICATED BY TRADITIONAL TEACHERS

- |   |  |
|---|--|
| (4) How to meet guidelines  | (1) Reading readiness  |
| (4) Parent involvement  | (1) Review of all courses of study for all subjects on grade level |
| (2) Discipline  | (1) Teaching science in primary grades                             |
| (2) Learning disabilities   | (1) Teaching basic skills  |
| (1) How to identify handicapped children: hyperactive, brain-damaged, perceptually impaired, neurological disorders | (1) Test-taking techniques   |
| (1) Motivation  | (1) How to become a better teacher                                 |
| (1) Video, visual aid materials, and guides   | (1) Group supervision  |
| (1) Approaches to positive thinking   | (1) Applying methods   |
| (1) Math instruction  | (1) Organization   |
| (1) Phonic skills   | (1) Reading Analysis   |

Additional comment: (1) At this point and with the situation that exists at School #4--NONE!

## Section II: INSERVICE PROGRAMS (continued)

8. (cont'd) This assessment revealed the following needs for inservice education for each program style in the order of priority according to the frequency of responses ( ) by the teachers surveyed.

### NEEDS INDICATED BY OPEN TEACHERS

- |  |  |
|--|--|
| (4) Reading                                  | (1) Open classroom techniques (reading, science) |
| (4) Utilization of materials                 | (1) Learning problems                            |
| (3) Recordkeeping                            | (1) More ideas for activities                    |
| (3) Classroom management                     | (1) Changing a traditional setting               |
| (2) Making learning centers                  | (1) Needs assessment                             |
| (2) Activity cards                           | (1) Scheduling in the open classroom             |
| (2) Math skills                              | (1) Curriculum development                       |
| (2) Phonics                                  | (1) Unit planning                                |
| (2) Identifying learning blocks              | (1) Grouping                                     |
| (2) Classroom organization                   | (1) Interdisciplinary                            |
| (1) Various means of evaluation for students | (1) Parent involvement                           |
| (1) Evaluation of students                   | (1) Teaching approaches                          |
| (1) Task cards                               | (1) Testing vocabulary (words used on a test)    |
| (1) Science                                  |  |
| (1) Language                                 |  |
| (1) Making materials                         |  |

### NEEDS INDICATED BY INDIVIDUALIZED TEACHERS

- |   |                                      |
|---|--------------------------------------|
| (6) Recordkeeping   | (1) Individualized reading centers   |
| (5) Making centers  | (1) Management system                |
| (5) Classroom management  | (1) Routine management               |
| (4) Task cards  | (1) Administrative program           |
| (3) Science   | (1) Needs Assessment                 |
| (2) Positive self-concept   | (1) Prescription/Diagnosis           |
| (2) Utilization of materials  | (1) Working with slow, slow learners |
| (2) Discipline  | (1) Teacher-made materials           |
| (2) Art   | (1) Self-identity                    |
| (2) Health  | (1) Creative writing                 |
| (2) Grouping  | (1) Curriculum development           |
| (1) Community   | (1) Interdisciplinary areas          |
| (1) Community involvement   | (1) Unit planning                    |
| (1) More practical ways of setting up and running an individualized classroom | (1) Planning                         |
| (1) Setting up individualization in kindergarten                              | (1) Math                             |
| (1) Actual operation of an individualized room                                | (1) Music                            |
|   | (1) Reading                          |
|   | (1) Social Studies                   |
|   | (1) Grading                          |



Section II: INSERVICE PROGRAMS (continued)

8. (cont'd) This assessment revealed the following needs for inservice education for each program style in the order of priority according to the frequency of responses ( ) by the teachers surveyed.

NEEDS INDICATED BY ALTERNATIVE ELEMENTARY TEACHERS

- |                                     |   |
|-------------------------------------|---|
| (9) Classroom management            | (1) Teaching math skills                                  |
| (4) Recordkeeping                   | (1) Phonics   |
| (3) Learning areas/centers          | (1) Positive personality traits                           |
| (3) Grouping                        | (1) More effective work with parents                      |
| (2) Grading                         | (1) Evaluating student progress                           |
| (2) Art in primary grades           | (1) Programs for alternative primary                      |
| (2) Reading activities              | (1) Teaching techniques                                   |
| (1) Individualized activities       | (1) Classroom management for grouping children            |
| (1) Setting up areas                | (1) Deeper insight into the steps of the learning process |
| (1) Learning difficulties           | (1) What to do when you don't have enough classroom space |
| (1) Development of mini-courses     | (1) Community responsibility (student and teacher)        |
| (1) Better utilization of materials |   |
| (1) Open classroom                  |   |
| (1) Student self-concept            |   |
| (1) Visual aids                     |   |
| (1) Life skills                     |   |

NEEDS INDICATED BY ALTERNATIVE HIGH SCHOOL TEACHERS

- (2) Discipline
- (1) Creative schools
- (1) Politics in schools
- (1) Approaches
- (1) Group work (teachers)
- (1) Methods
- (1) Grades
- (1) Dealing with low achievers
- (1) Individualized study
- (1) Teachers develop their own ideas
- (1) Rules and regulations



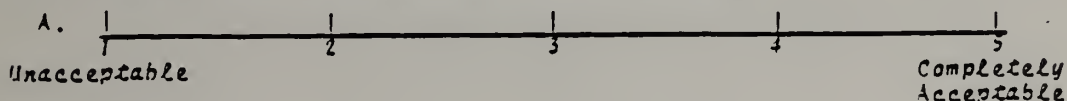
Section III: DEGREE OF ACCEPTANCE OF THE TEN GUIDELINES AND THE  
DEGREE OF IMPLEMENTATION OF THE TEN GUIDELINES

The Parallel Program guidelines were developed to serve as a common element between all clusters. They encompass the areas of reading, student diagnosis and prescription, parental and community involvement, and aesthetic activities. During the 1978 Summer Inservice Workshops, Parallel teachers planned in cluster groups to incorporate each guideline into their classroom strategies.

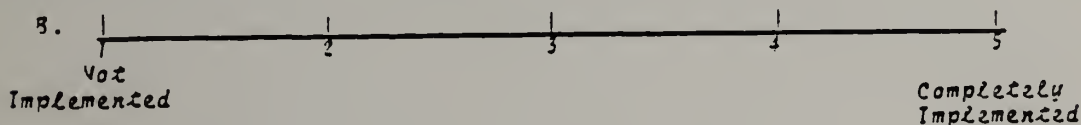
Section III of the Parallel Program Assessment Guide questioned teachers regarding their degree of acceptability and implementation of these guidelines. The instructions below appear as stated on the Assessment Guide.

Section III: Degree of Acceptance of the Ten Guidelines and the  
Degree of Implementation of the Ten Guidelines

In column A, you will give your opinion as to what degree you consider the ten guidelines as an ideal framework of your Parallel Program. Using the scale below, please circle one of the five numbers found after each statement to indicate the extent you have accepted the ten guidelines for your program.



In column B, please indicate to what extent you have been able to implement the ten guidelines in your program to date by circling one of the five numbers found after each statement using the scale below.



The collected data has been compiled and converted into graph form. The results have been categorized according to the five (5) teaching programs:

O = OPEN	3 Clusters	12 Teachers
I = INDIVIDUALIZED	4 Clusters	16 Teachers
T = TRADITIONAL	6 Clusters	22 Teachers
AE = ALTERNATIVE ELEMENTARY	6 Clusters	22 Teachers
AHS = ALTERNATIVE HIGH SCHOOL	2 Clusters	7 Teachers

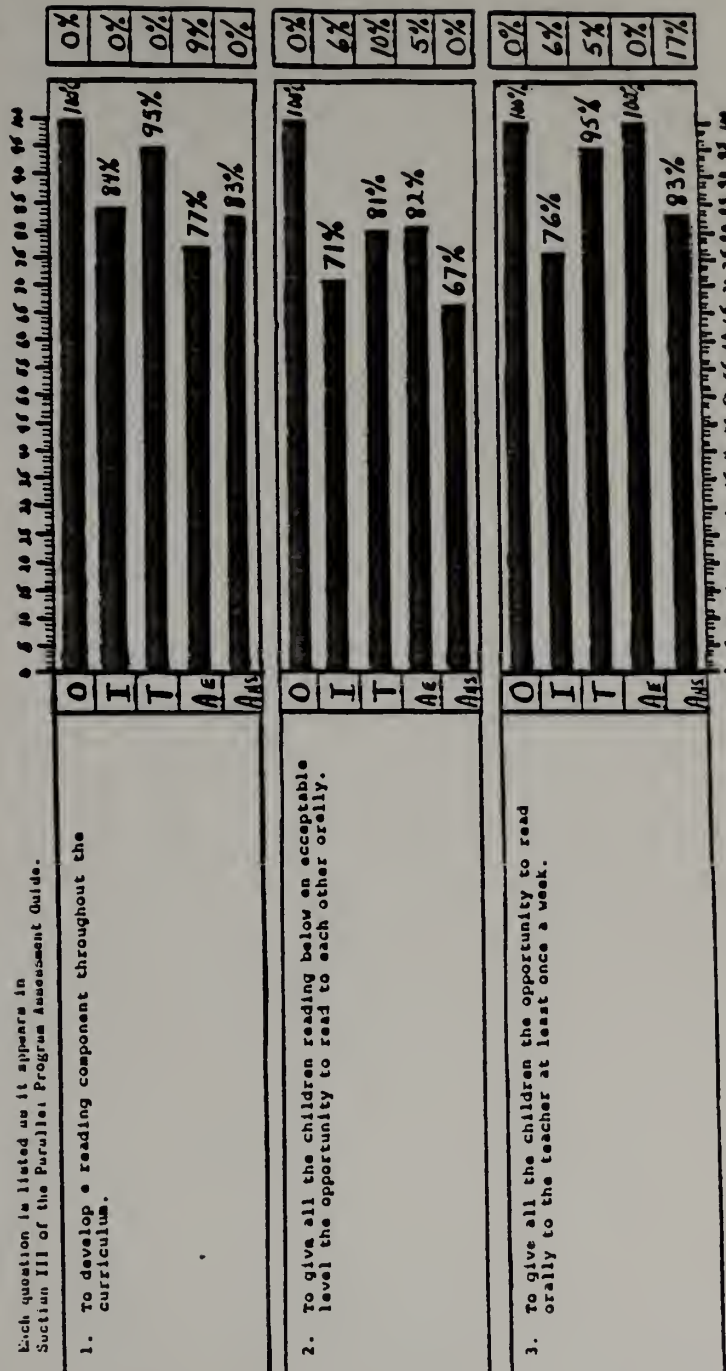
The subsequent set of graphs indicates the teachers' level of acceptance and implementation of the guidelines. The percentage of acceptance denotes teacher ratings of "4" and "5" on a scale of 1 to 5 (1 being low, 5 high). The percentage of rejection denotes teacher ratings of "1" and "2".

PERCENTAGE OF ACCEPTANCE/REJECTION  
OF PARALLEL PROGRAM GUIDELINES

Each question is listed as it appears in  
Section III of the Parallel Program Assessment Guide.

.. REJECTION %

• ACCEPTANCE %



O - Open  
I - Individualized  
T - Traditional  
AE - Alternative Elementary  
AHS - Alternative High School

• ACCEPTANCE % = 465

.. REJECTION % = 162

PERCENTAGE OF ACCEPTANCE/REJECTION  
OF PARALLEL PROGRAM GUIDELINES

.. REJECTION %

• ACCEPTANCE %

Each question is listed as it appears in Section III of the Parallel Program Assessment Guide.

4. To provide all children access to a variety of non-formal reading materials such as magazines, paperbacks, newspapers, etc. in each class.	O	100%	0%
	I	93%	7%
	T	95%	0%
	AE	91%	0%
	AHS	100%	0%
5. To identify within each child a positive talent or interest.	O	100%	0%
	I	88%	0%
	T	95%	0%
	AE	77%	9%
	AHS	86%	14%
6. To use positive reinforcement to further develop the positive traits of each child.	O	100%	0%
	I	88%	6%
	T	95%	5%
	AE	70%	20%
	AHS	67%	17%

O = Open  
I = Individualized  
T = Traditional  
AE = Alternative Elementary  
AHS = Alternative High School

• ACCEPTANCE % = 465

.. REJECTION % = 162

PERCENTAGE OF ACCEPTANCE/REJECTION  
OF PARALLEL PROGRAM GUIDELINES

.. REJECTION %

• ACCEPTANCE %

Each question is listed as it appears in  
function III of the Parallel Program Assessment Guide.

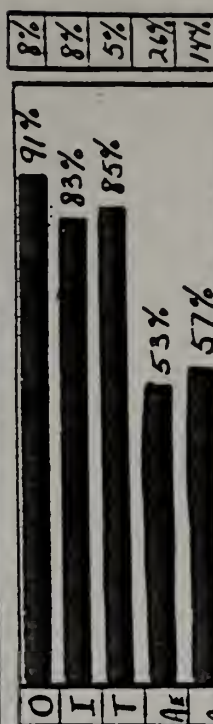
7. To identify a single learning problem for each child  
which is critical to that child's continued learning.



8. To develop a strategy for overcoming the learning  
problem identified for each child, implementing  
that strategy, and reporting the results.



9. To insure for every Spanish-speaking student that  
there is available a Spanish-speaking adult, a  
teacher, a staff member, or a community volunteer.



O = Open  
I = Individualized  
T = Traditional  
AE = Alternative Elementary  
AHS = Alternative High School

• ACCEPTANCE % = 465

.. REJECTION % = 142



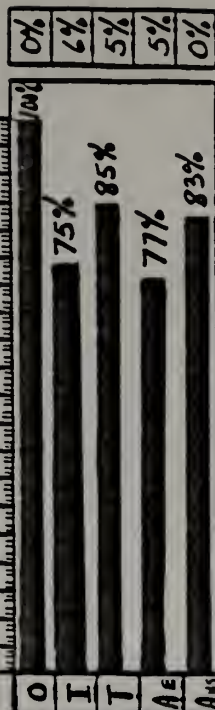
PERCENTAGE OF ACCEPTANCE/REJECTION  
OF PARALLEL PROGRAM GUIDELINES

.. REJECTION %

• ACCEPTANCE %

Each question is listed as it appears in  
Section III of the Parallel Program Assessment Guide.

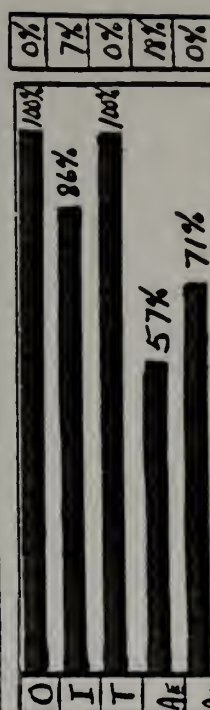
10. To provide regular aesthetic activities in the  
classroom curriculum.



11. To contact parents to determine the reasons for  
extended absence of more than ten days.



12. To devise ways to prevent absence and truancy for  
frequently absent children.



O - Open  
I - Individualized  
T - Traditional  
AE - Alternative Elementary  
AHS - Alternative High School

• ACCEPTANCE % = 46.5

.. REJECTION % = 16.2



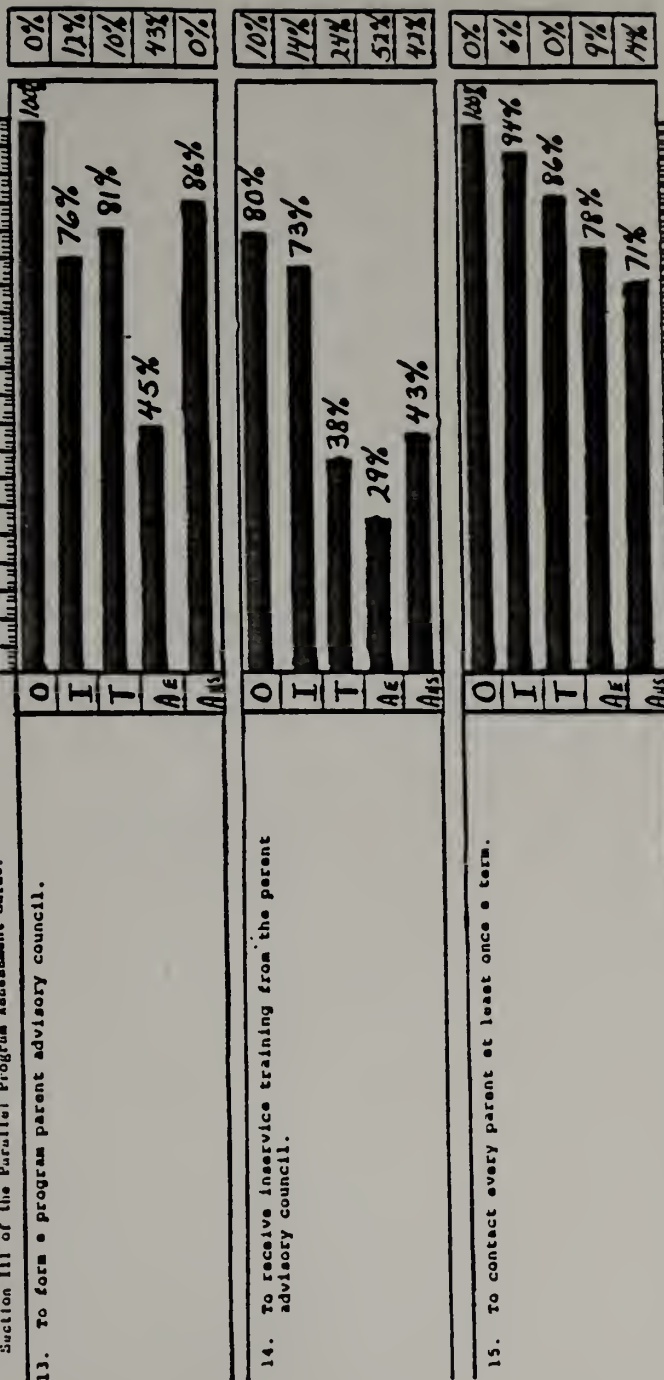
.. REJECTION X

. ACCEPTANCE X

PERCENTAGE OF ACCEPTANCE/REJECTION  
OF PARALLEL PROGRAM GUIDELINES

Each question is listed as it appears in  
Section III of the Parallel Program Assessment Guide.

0 5 10 15 20 25 30 35 40 45 50 55 60 65 70 75 80 85 90 95 100



O = Open  
I = Individualized  
T = Traditional  
AE = Alternative Elementary  
AHS = Alternative High School

. ACCEPTANCE X = 465

.. REJECTION X = 144

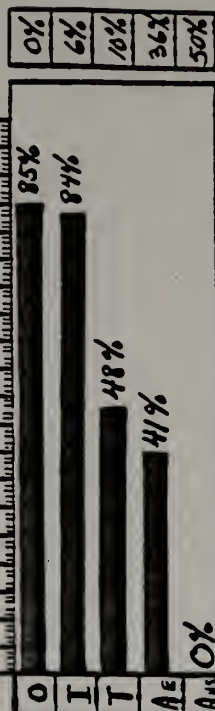
PERCENTAGE OF ACCEPTANCE/REJECTION  
OF PARALLEL PROGRAM GUIDELINES

.. REJECTION %

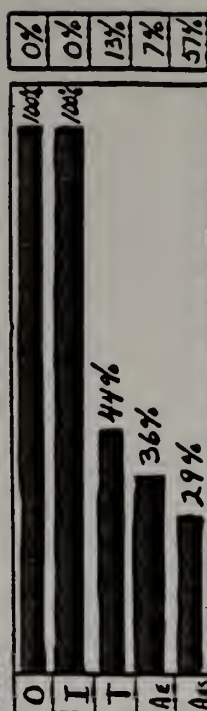
• ACCEPTANCE %

Each question is listed as it appears in  
Section III of the Parallel Program Assessment Guide.

16. To give parents of elementary age children the opportunity to request the kind of grading system they prefer for their child.



17. To develop a supplementary grading system upon parent request for each child at the secondary level.



O = Open  
I = Individualized  
T = Traditional  
AE = Alternative Elementary  
AUS = Alternative High School

• ACCEPTANCE % = 465

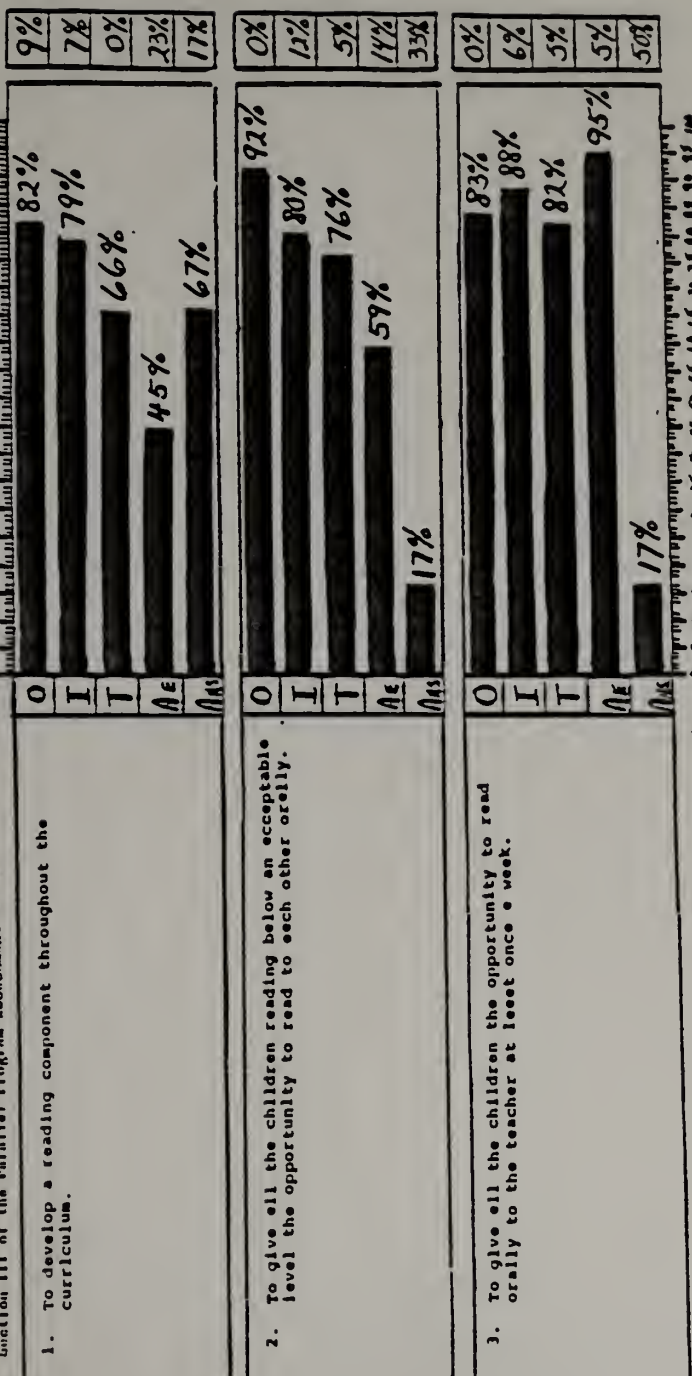
.. REJECTION % = 162

# PERCENTAGE OF IMPLEMENTATION OF PARALLEL PROGRAM GUIDELINES

.. NOT IMPLEMENTED X

. IMPLEMENTATION X

Each question is listed as it appears in  
function III of the Parallel Program Assessment Guide.



O - Open  
I - Individualized  
T - Traditional  
AE - Alternative Elementary  
AHS - Alternative High School

. IMPLEMENTATION X - 465

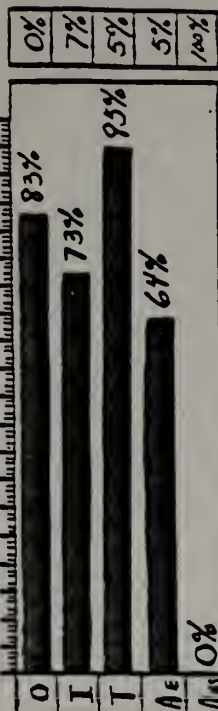
.. NOT IMPLEMENTED X - 162

# PERCENTAGE OF IMPLEMENTATION OF PARALLEL PROGRAM GUIDELINES

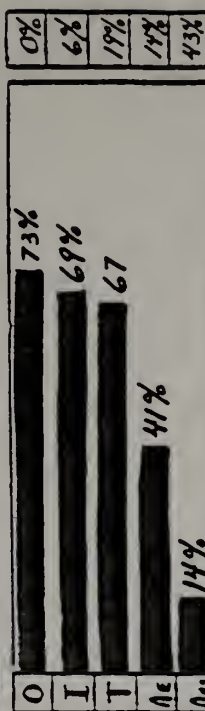
IMPLEMENTATION X .. NOT IMPLEMENTED X

Each question is listed as it appears in  
Section III of the Parallel Program Assessment Guide.

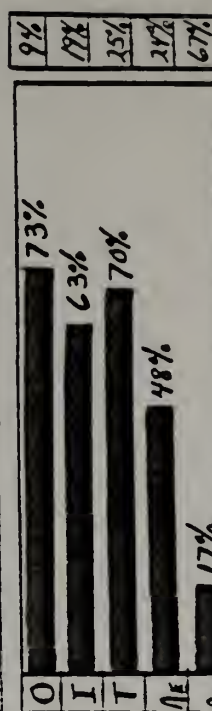
4. To provide all children access to a variety of non-  
formal reading materials such as magazines, paper-  
backs, newspapers, etc. in each class.



5. To identify within each child a positive talent or  
interest.



6. To use positive reinforcement to further develop the  
positive traits of each child.



O - Open  
I - Individualized  
T - Traditional  
AE - Alternative Elementary  
AHS - Alternative High School

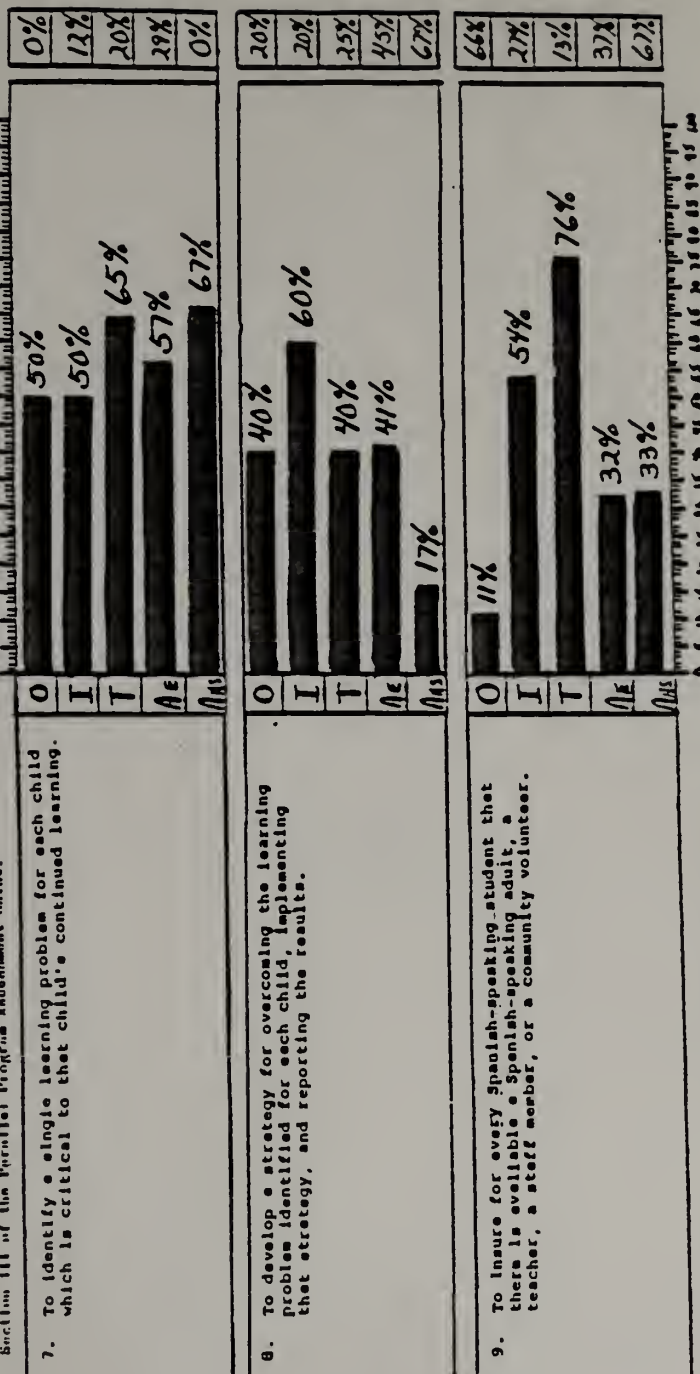
IMPLEMENTATION X - 4&5

.. NOT IMPLEMENTED X - 1&2

PERCENTAGE OF IMPLEMENTATION  
OF PARALLEL PROGRAM GUIDELINES

IMPLEMENTATION % .. NOT IMPLEMENTED %

Each question is listed as it appears in  
Section III of the Parallel Program Assessment Guide.



O - Open  
I - Individualized  
T - Traditional

IMPLEMENTATION % - 465

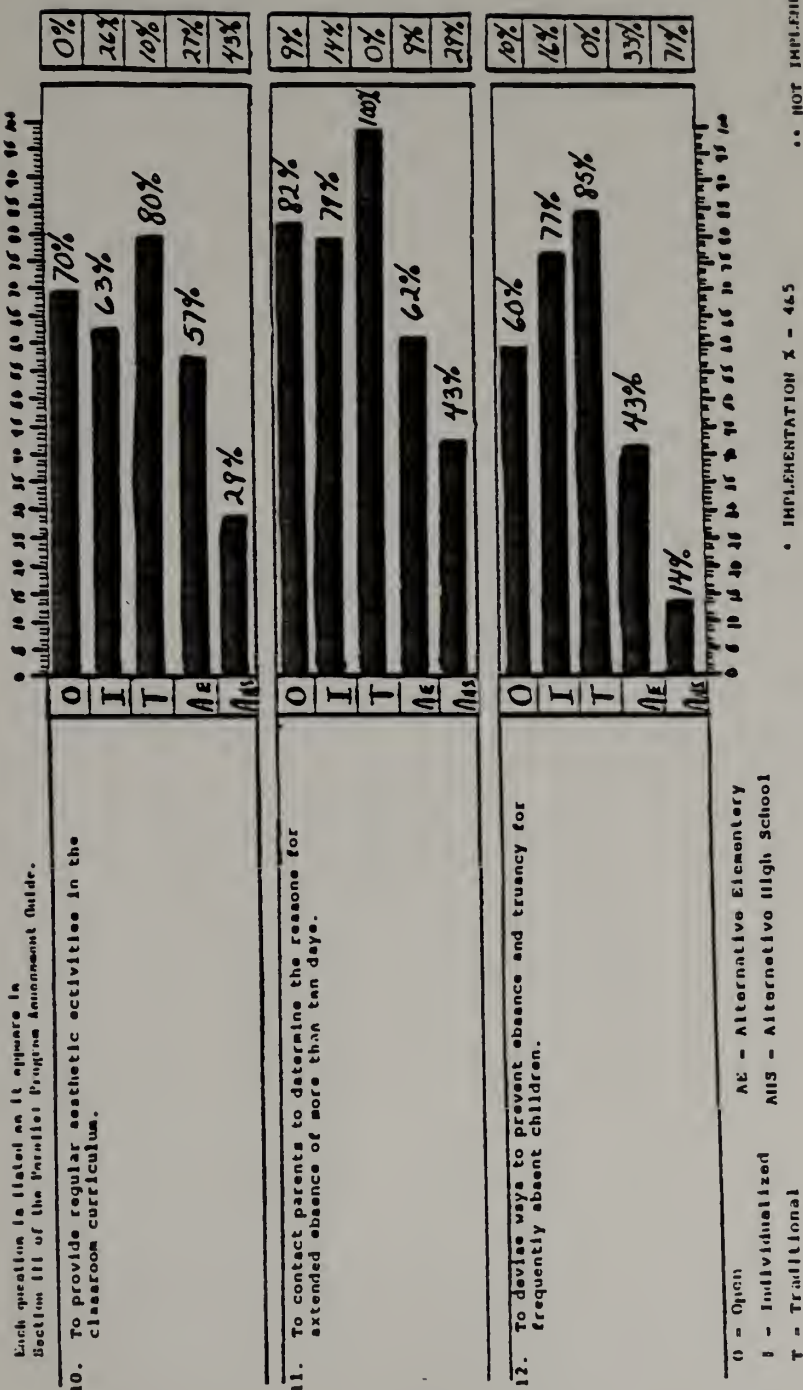
.. NOT IMPLEMENTED % - 162



PERCENTAGE OF IMPLEMENTATION  
OF PARALLEL PROGRAM GUIDELINES

• IMPLEMENTATION X

•• NOT IMPLEMENTED ?



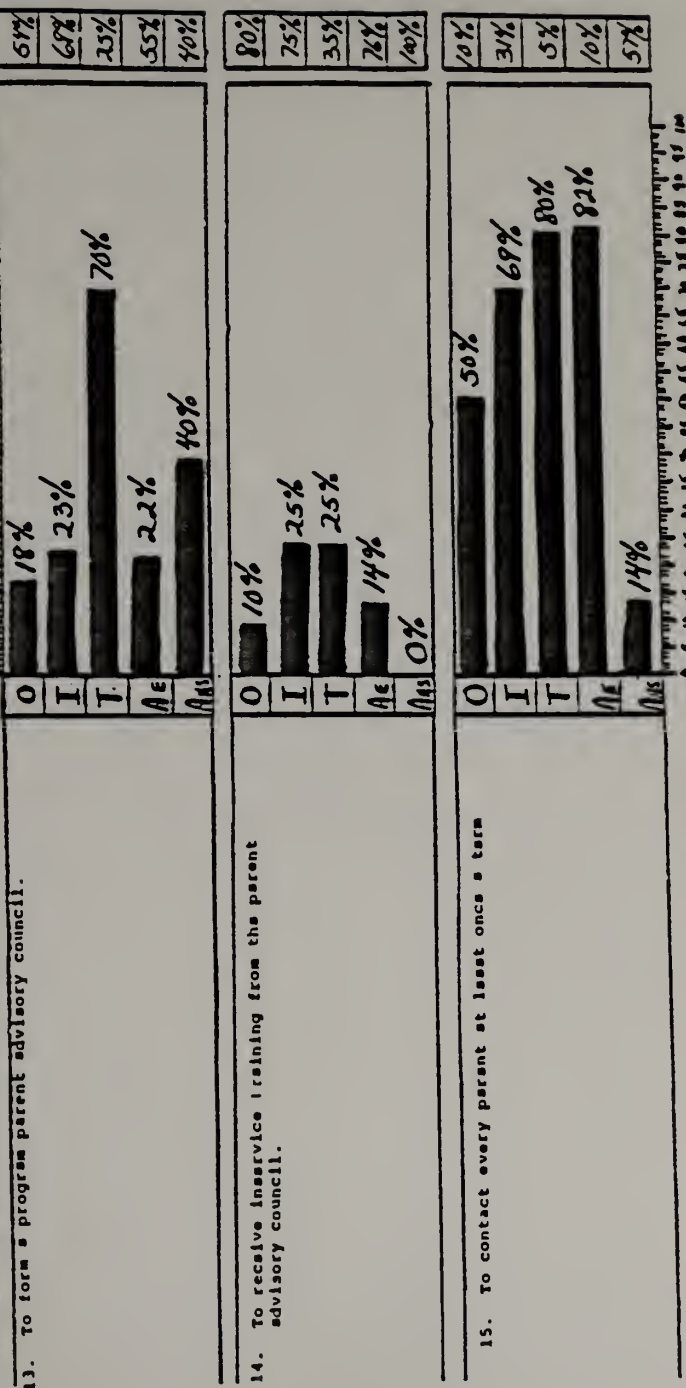


PERCENTAGE OF IMPLEMENTATION  
OF PARALLEL PROGRAM GUIDELINES

• IMPLEMENTATION X

•• NOT IMPLEMENTED

Each question is listed as it appears in  
Section III of the Parallel Program Assessment Guide.



O - Open  
I - Individualized  
T - Traditional  
AE - Alternative Elementary  
AHS - Alternative High School

• IMPLEMENTATION X - 425

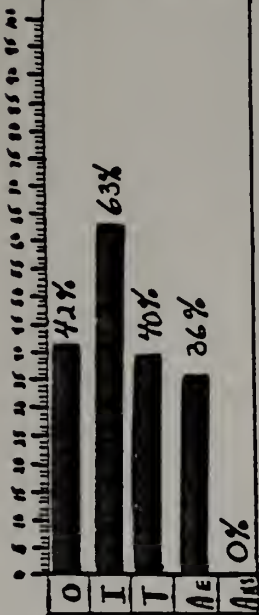
•• NOT IMPLEMENTED X - 1A.7

PERCENTAGE OF IMPLEMENTATION  
OF PARALLEL PROGRAM GUIDELINES

• IMPLEMENTATION %      •• NOT IMPLEMENTED %

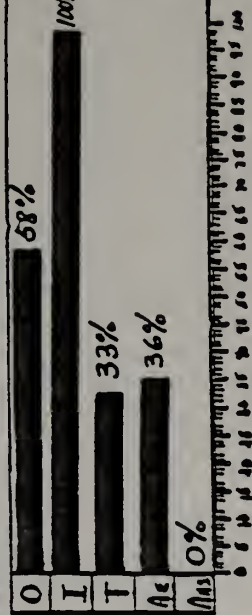
Each question is listed as it appears in  
Function III of the Parallel Program Assessment Guide.

16. To give parents of elementary age children the  
opportunity to request the kind of grading system  
they prefer for their child.



42%  
37%  
40%  
50%  
33%

17. To develop a supplementary grading system upon parent  
request for each child at the secondary level.



14%  
0%  
50%  
57%  
86%

O - Open  
I - Individualized  
T - Traditional  
AE - Alternative Elementary  
AHS - Alternative High School

• IMPLEMENTATION % - 425      •• NOT IMPLEMENTED % - 142

The purpose of this section was to seek responses from teachers on the guidelines of the Parallel Programs. The teachers expressed their thoughts and opinions in the following major categories:

Reading  
Learning Problems  
Aesthetic Activities  
Grading System

Reading: The teachers in each program listed the reading materials utilized as well as the materials that they needed to enhance their instructional program.

Learning Problems: The ones most frequently identified were listed.

Aesthetic Activities: The teachers described the activities that they and their students developed.

Grading System: The final part of the section deals with grading systems. In this section, teachers stated whether or not they had developed a new or alternative reporting system to offer to parents.

The following section includes the answers of the Parallel teachers broken down into program styles.

T = TRADITIONAL	6 Clusters	22 Teachers
O = OPEN	3 Clusters	12 Teachers
I = INDIVIDUALIZED	4 Clusters	16 Teachers
AE = ALTERNATIVE ELEMENTARY	6 Clusters	22 Teachers
AHS = ALTERNATIVE HIGH SCHOOL	2 Clusters	7 Teachers

You will notice that after some answers there are additional teacher comments. These are also divided into the programs indicated and placed in order of priority according to the frequency of responses ( ) by the teachers surveyed.

Section IV: PROGRAM GUIDELINES INFORMATION (continued)

Reading:

1. I am using the following reading text(s) and/or instructional materials in my reading instruction:

( ) indicates frequency of response

TRADITIONAL PROGRAM

(10)	Distar	(2)	American Book Co.
(8)	Ginn 720	(2)	Milliken
(6)	SRA Kits	(2)	Continental Press
(5)	Barnell Loft	(2)	Library books
(5)	Holt	(2)	Reader's Digest Kit
(3)	Weekly Readers	(1)	Scholastic Reader
(3)	Phonics books	(1)	Magazines
(2)	Scott Foresman	(1)	Newspapers

OPEN PROGRAM

(8)	Ginn 720	(1)	Phonics
(5)	Games	(1)	Scholastic Magazines
(4)	Distar	(1)	Bank Street Readers
(3)	SRA	(1)	Experience
(3)	Library books	(1)	Teacher-made materials
(3)	Magazines	(1)	News Ranger
(3)	Newspapers	(1)	Whole Work Approach
(3)	Storybook and Records	(1)	Weekly Readers
(3)	Learning Centers	(1)	Dale Avenue Performance Obj.
(2)	Barnell Loft Skills	(1)	Continental Press Dittos
(1)	Supplementary books	(1)	Peabody Language
(1)	Reading workbooks		

INDIVIDUALIZED PROGRAM

(13)	Ginn 720	(1)	Comics
(6)	Distar (SRA)	(1)	Teacher-made materials
(5)	Barnell Loft	(1)	Dittos
(5)	SRA Library	(1)	Weekly Readers
(3)	Newspapers	(1)	Wide Wide World
(2)	Magazines	(1)	SRA Diagnosis
(1)	Library books	(1)	SRA Reading Lab I

Section IV: PROGRAM GUIDELINES INFORMATION

(continued)

Reading: (cont'd)

1. I am using the following reading text(s) and/or other instructional materials in my reading instruction:

ALTERNATIVE ELEMENTARY PROGRAM

(15) Ginn	(1) Pictures with activities
(8) SRA	(1) Banksstreet
(4) Games	(1) Laidlaw Reading (Eng/Spanish)
(3) Ditto Books	(1) <u>La Cartella Donetica</u>
(3) Scott Foresman	(1) Random House
(3) Holt	(1) Barnell Loft
(3) Distar	(1) Readers Digest Headset & Tape
(3) Charts	(1) Controlled Reader Series
(2) Action books	(1) Dukane Series
(2) Filmstrips	(1) Reading and Searching Books
(2) Tapes	(1) Real Stories
(2) Scholastic Scope	(1) Science Scope
(2) Palo Alto Text	(1) Merrill Linguistics
(1) Task cards	(1) Bowmar
(1) Sentence builder	(1) Teacher-made materials
(1) Overhead	(1) Read-alongs
(1) Ditto games	(1) Reading adventures

ALTERNATIVE HIGH SCHOOL PROGRAM

(2) Paperbacks ( <u>Westside Story</u> )	(1) Life Science
(1) Time Magazine	(1) Drugs
(1) Scope Magazine	(1) <u>Drugs are Enemies</u>
(1) Civics texts	(1) <u>Resource books</u>
(1) Dittos	(1) Dictionaries
(1) Folk Tales and Myths	(1) Handouts from guest speakers
(1) Stein's Word Problems in Math	(1) Newspapers
(1) Physical-Science	(1) <u>Modern English 9</u>

2. The materials provided by the school are:

<u>Inadequate</u>	<u>Adequate</u>	<u>Excessive</u>
T <u>1</u>	T <u>19</u>	T _____
O <u>6</u>	O <u>5</u>	O _____
I <u>12</u>	I <u>3</u>	I _____
AE <u>5</u>	AE <u>16</u>	AE _____
AHS <u>2</u>	AHS <u>5</u>	AHS _____



Section IV: PROGRAM GUIDELINES INFORMATION (continued)

2. (cont'd) Please describe materials not now available which you feel would enhance your instruction:

(1) indicates frequency of response

TRADITIONAL PROGRAM

- |  |   |
|--|---|
| (2) Science materials  | (1) Phonics                               |
| (2) Library  | (1) Up-to-date Social Studies and Science |
| (1) Map skills, graphing   | (1) Manipulative math materials           |
| (1) Tape players   |   |
| Additional comments: (1) The variation of materials are inadequate |   |
| (1) I have found some of the material now available very useful    |   |

OPEN PROGRAM

- |  |   |
|--|---|
| (3) Audio-Visual materials                       | (1) More math materials (games, fractions, multiplication, measurement, time) |
| (2) Learning games                               | (1) More language arts  |
| (2) Kit at different levels for individual needs | (1) Workbooks   |
| (2) Up-to-date library                           | (1) Skillpaks   |
| (2) Science kits                                 | (1) Supplemental readers  |
| (1) More Ginn reading texts                      | (1) Pre-Post tests  |
| (1) Different art materials                      | (1) Hands-on types of materials   |
| (1) Variety of Phonics books                     | (1) Social Study Kits   |
| (1) Supplementary materials for Ginn 720         | (1) Encyclopedias   |
| (1) Tape recorder                                | (1) Dictionaries  |
| (1) Controlled reader                            |   |

INDIVIDUALIZED PROGRAM

- |                              |                                   |
|------------------------------|-----------------------------------|
| (4) Ginn 720                 | (1) Earphone sets                 |
| (4) Reading Series Workbooks | (1) Multimedia materials          |
| (4) Ditto Paper              | (1) Bookcases                     |
| (3) Skillpaks                | (1) Storage                       |
| (3) Science materials        | (1) Storage space                 |
| (2) Language materials       | (1) Math materials                |
| (2) Library                  | (1) Health materials              |
| (2) Tables                   | (1) Readers Digest Weekly Readers |
| (2) Study books              | (1) Pre-and Post unit test        |
| (2) Records                  | (1) Learning games                |
| (2) Tapes                    | (1) Activities                    |
| (2) Reading materials        | (1) Pencils                       |
| (1) Tape recorders           | (1) Duplicating machine           |



Section IV: PROGRAM GUIDELINES INFORMATION (continued)

2. (cont'd) Please describe materials not now available which you feel would enhance your instruction:

( ) indicates frequency of response

ALTERNATIVE ELEMENTARY PROGRAM

- |   |   |
|---|---|
| (1) Workbooks for math and complete mastery tests for reading                       | (1) Learning centers for low groups                                 |
| (1) Access to more appropriate games, charts, task cards for learning centers/areas | (1) A science textbook that covers most of the 8th grade curriculum |
| (1) Some of the components to go with the Holt System                               | (1) Materials necessary for demonstrations                          |
| (1) Chart rack for experience charts  | (1) Reading posters   |
| (1) SRA Reading Lab   | (1) We need more materials on the primary school                    |
| (1) Listening Centers   | (1) Textbooks   |
| (1) Educational Reading Development Lab   | (1) Ginn levels 7-9   |
|   | (1) Control readers   |
|   | (1) Learning Center materials                                       |
|   | (1) Inkone projectors   |

ALTERNATIVE HIGH SCHOOL PROGRAM

- |                                  |                     |
|----------------------------------|---------------------|
| (2) Good textbooks with workbook | (1) Oak tag         |
| (1) Interesting magazines        | (1) Newspapers      |
| (1) Lab materials                | (1) 16 mm projector |
| (1) Specialized texts            | (1) Slide projector |

3. My classroom's nonformal reading collection includes:

<u>Magazines</u>	<u>Pamphlets</u>	<u>Multimedia</u>	<u>Books</u>	<u>Newspapers</u>	<u>None</u>
T <u>16</u>	T <u>12</u>	T <u>12</u>	T <u>20</u>	T <u>9</u>	T <u>    </u>
O <u>11</u>	O <u>7</u>	O <u>4</u>	O <u>12</u>	O <u>7</u>	O <u>    </u>
I <u>12</u>	I <u>5</u>	I <u>5</u>	I <u>16</u>	I <u>5</u>	I <u>    </u>
AE <u>17</u>	AE <u>11</u>	AE <u>7</u>	AE <u>12</u>	AE <u>7</u>	AE <u>    </u>
AHS <u>5</u>	AHS <u>1</u>	AHS <u>1</u>	AHS <u>2</u>	AHS <u>    </u>	AHS <u>1</u>

Other:

TRADITIONAL PROGRAM

- |                        |                        |
|------------------------|------------------------|
| (1) All provided by me | (1) Picture word games |
| (1) Word puzzles       | (1) Weekly Readers     |

ALTERNATIVE ELEMENTARY PROGRAM

- |                |                  |
|----------------|------------------|
| (1) Atlas      | (1) Encyclopedia |
| (1) Games      | (1) Pictures     |
| (1) Wipe cards |                  |

Section IV: PROGRAM GUIDELINES INFORMATION

(continued)

3. (cont'd) My classroom's nonformal reading collection includes:

Other: ( ) indicates frequency of responseALTERNATIVE HIGH SCHOOL PROGRAM

(1) Guest Speakers (stimulates interest in finding further information)

Learning Problems: Please list the learning problems which you have most frequently identified for individual students.

( ) indicates frequency of response

TRADITIONAL PROGRAM

(6) Listening skills	(1) Reading and writing numbers
(5) Reading maps and graphs	(1) Deriving meaning from content
(5) Decoding skills	(1) Sequencing
(5) Math concepts	(1) Fundamental skills
(5) Reading comprehension	(1) Desire for learning
(3) Subtraction	(1) Oral reading
(3) Following directions	(1) Reversal of letters
(3) Writing and speaking skills	(1) Not enough parental involvement
(3) Phonics	(1) Visual discrimination
(2) Word problems	(1) Eye-hand coordination
(2) Reading readiness	(1) Motor coordination
(2) Identifying main ideas	(1) Vocabulary
(2) Emotional disturbances	(1) Syllabication
	(1) Locating information

OPEN PROGRAM

(2) Phonics	(1) Slow learners
(2) Following directions	(1) Lack desire to achieve
(2) Difficult to motivate	(1) Disorganization
(2) Short attention span	(1) Lack self-direction
(2) Little parent concern	(1) Aural dissemination
(2) Lack of responsibility	(1) Mirror writing
(2) Basic language skills	(1) One-to-one counting
(2) Creative writing	(1) Addition beyond five
(2) Math skills	(1) Immaturity
(1) Listening	(1) Reading reversals
(1) Below grade level	(1) Memory
(1) Fine and gross motor skills not developed	(1) Penmanship
(1) Limited cultural experience	(1) Comprehension
(1) Lack of concentration	(1) Word-by-word reader
(1) Home problems	(1) Speech difficulty
(1) Poor self-image	(1) Inability to recognize letters and numbers
(1) Absenteeism	

Section IV: PROGRAM GUIDELINES INFORMATION (continued)

Learning Problems: (cont'd) Please list the learning problems which you have most frequently identified for individual students.

( 1 ) indicates frequency of response

INDIVIDUALIZED PROGRAM

(3) Critical thinking	(1) Encoding
(3) Emotional problems	(1) Decoding
(3) Comprehension	(1) Basic math concepts
(2) Following directions	(1) Addition and subtraction
(2) Sightwords	(1) Using time & materials wisely
(1) Blends	(1) Written expression
(1) Sounds	(1) Underachieving
(1) Vowels	(1) Below grade level
(1) Identify numbers	(1) Lack of confidence
(1) Maturation	(1) Intellectual deficiencies
(1) Recalling story sequence	(1) Mastery of previous grade
(1) Oral reading	(1) Independent skills

ALTERNATIVE ELEMENTARY PROGRAM

(4) Following directions	(1) Poor work habits
(4) Comprehension skills	(1) Retention
(4) Decoding skills	(1) Lack of concentration
(3) Lack of parental involvement	(1) Short attention span
(3) Listening skills	(1) Slow readers
(3) Number, letter and sound recognition	(1) Failure-oriented
(2) Basic fundamentals	(1) Poor image
(1) Large motor coordination	(1) Conclusions from information given
(1) Easily distracted	(1) Behavior problems
(1) Left-to-right sequence	(1) Math skills
(1) Fine motor skills	(1) Truancy
(1) Lack of vocabulary	(1) Lack of medical attention
(1) Subtraction	(1) Identifying sight words
(1) Spelling	(1) Concept of word families
(1) Perception	(1) Dictionary skills
(1) Attendance	(1) Reading
(1) Personality conflicts	(1) Showing no effort

ALTERNATIVE HIGH SCHOOL PROGRAM

(2) Reading, writing, vocabulary	(1) Pronunciation
(1) Conceptualization	(1) Phonics
(1) Abstract ideas	(1) Students do not care because of repeated failure
(1) Attention span	(1) Emotional strain from crazy environment
(1) Behavior	
(1) Reading below level	

Section IV: PROGRAM GUIDELINES INFORMATION (continued)

Aesthetic Activities: What aesthetic activities have you and your students developed?

( 1 ) indicates frequency of response

TRADITIONAL PROGRAM

- |   |  |
|---|--|
| (1) Drawing for health and science, observation, activities through walking field trips, etc.                           | (1) Easter Play Program  |
| (1) Individual projects for display to include writing skills, language usage, following directions, meeting deadlines. | (1) Improvisation using life-size puppets                            |
| (1) Doing art work for different subject areas  | (1) Projects for holidays  |
| (1) Taping and dramatizing stories  | (1) Christmas Program  |
| (1) Creative art lessons  | (1) Murals   |
| (1) Music   | (1) Personal cleanliness   |
| (1) Fingerpainting  | (1) Seasonal decorations   |
| (1) Role playing  | (1) Bulletin Board Displays  |
| (1) Clay molding  | (1) Caring for plants  |
| (1) Field trips   | (1) Rearranging the room to suit the needs                           |
|   | (1) Develop a globe with balloons for motivation and self-confidence |

OPEN PROGRAM

- |                                    |                                     |
|------------------------------------|-------------------------------------|
| (5) Arts and crafts                | (2) Cooking                         |
| (3) Sharing time                   | (1) Paper Maîché                    |
| (3) Birthdays celebrated monthly   | (1) Color mixing                    |
| (3) Cultural events                | (1) Sewing                          |
| (3) Trips                          | (1) Paper folding technique         |
| (3) Movies                         | (1) Attire of students and teachers |
| (3) Filmstrips                     | (1) Room arrangement (furniture)    |
| (3) Projects                       | (1) Improvisations                  |
| (3) Stories                        | (1) Walking trips                   |
| (3) Painting                       | (1) Club activities                 |
| (3) Bookmaking                     | (1) Student plays                   |
| (3) Pasting                        | (1) Map making                      |
| (3) Hall displays (art and class)  | (1) Puppet show                     |
| (3) Decorating classroom           | (1) Bulletin Board                  |
| (2) Using crayons in many ways     | (1) Oral expression                 |
| (2) Creative writing               | (1) Physical Education              |
| (2) Science experiments & Projects |                                     |



Section IV: PROGRAM GUIDELINES INFORMATION (continued)

Aesthetic Activities: (cont'd) What aesthetic activities have you and your students developed?

( ) indicates frequency of response

INDIVIDUALIZED PROGRAM

- |  |  |
|--|--|
| (5) Art projects                                       | (1) Nutcracker Suite Ballet  |
| (2) Projects based on reading, science, social studies | (1) Illustrating and Individually reporting on topics                          |
| (1) Poems  | (1) Discussions around books and music   |
| (1) Show and Tell                                      | (1) Nature walks   |
| (1) Plays  | (1) Drawing experiences  |
| (1) Puppet Shows                                       | (1) Decorated hall for Christmas   |
| (1) Painting   | (1) Children's interests   |
| (1) Winter scenes                                      | (1) Self-expression through art  |
| (1) Needlework   | (1) Crafts   |
| (1) Creative writing                                   | (1) Intra-grade projects   |
| (1) Designs  | (1) All about "Me" Booklets  |
| (1) Snowflakes   | (1) Costumes children wear   |
| (1) Hatching eggs and activities stemming from it      | (1) A center where the child looks at pictures and then draws a story about it |

ALTERNATIVE ELEMENTARY PROGRAM

- |  |   |
|--|---|
| (3) Stitchery on burlap                | (1) Assembly programs                               |
| (2) Art projects                       | (1) Rhythm band                                     |
| (2) Dance                              | (1) Maps (Study and current events)                 |
| (2) Music activities                   | (1) Field trips                                     |
| (2) Fixing up the classroom            | (1) Building-the-wall furniture                     |
| (1) Chalk drawing                      | (1) Painting  |
| (1) Metal work                         | (1) Hall Bulletin Boards                            |
| (1) Poetry                             | (1) Viewing films which apply to the studies taught |
| (1) Paper mosaic                       | (1) Monthly program                                 |
| (1) Pen pals                           | (1) Hands-on for Science                            |
| (1) Plays                              |   |
| (1) Holiday festivals around the world |   |

ALTERNATIVE HIGH SCHOOL PROGRAM

- |                             |                                 |
|-----------------------------|---------------------------------|
| (1) Weekly visit to the "Y" | (1) Oral reports                |
| (1) Cleaning up the room    | (1) Poster projects             |
| (1) Use of guitar in class  | (1) Videotapes made by students |
| (1) Room for lessons        |                                 |

Section IV: PROGRAM GUIDELINES INFORMATION (continued)

Grading System: The grading system that I use is:

The same as before  
Sept. 1, 1978

T 13

O 4

I 3

AE 13

AHS 7

Different

T 9

O 7

I 13

AE 8

AHS       

Note: Four of the Individualized teachers have developed different grading systems since the assessment was given.



### Section V: DECISION-MAKING

The Decision-making section of the assessment was concerned with the amount of input teachers felt they were given in instructional matters. They indicated their involvement in the following categories:

none of the time  
 some of the time  
 most of the time  
 all of the time

The teachers were also given a chance to list those areas in which they felt they should have a primary decision-making role.

The section includes the responses of the Parallel teachers broken down into the following program styles:

T = TRADITIONAL	6 Clusters	22 Teachers
O = OPEN	3 Clusters	12 Teachers
I = INDIVIDUALIZED	4 Clusters	16 Teachers
AE = ALTERNATIVE ELEMENTARY	6 Clusters	22 Teachers
AHS = ALTERNATIVE HIGH SCHOOL	2 Clusters	7 Teachers

You will notice that after some answers there are additional comments. These are also divided into the program styles indicated and placed in order of priority according to the frequency ( ) of teacher responses.

Section V: DECISION-MAKING (continued)

1. Are you involved in important areas of decision-making concerning instruction when you feel it is appropriate?

<u>None of the time</u>	<u>Some of the time</u>	<u>Most of the time</u>	<u>All the time</u>
T <u>2</u>	T <u>8</u>	T <u>8</u>	T <u>1</u>
O <u>3</u>	O <u>1</u>	O <u>7</u>	O <u>1</u>
I <u>1</u>	I <u>4</u>	I <u>8</u>	I <u>3</u>
AE <u>5</u>	AE <u>10</u>	AE <u>6</u>	AE <u>1</u>
AHS <u>      </u>	AHS <u>2</u>	AHS <u>3</u>	AHS <u>2</u>

Comments: ( ) indicates frequency of response

TRADITIONAL PROGRAM

- (1) The teacher has an open door

OPEN PROGRAM

- (1) Mr. Parker (principal) is very flexible and cooperative in decision-making  
 (1) Comp. Ed. selects students for their program without referring to the classroom teacher  
 (1) Materials (textbooks, etc.) were here when I came

ALTERNATIVE ELEMENTARY PROGRAM

- (1) We did not have any say in what was ordered for our classes  
 We only knew we were getting Ginn Reading Program  
 (1) The only times that I have been part of some decision-making has been with Parallel and sometimes Bilingual Programs  
 (1) Scheduling  
 (1) Grouping in Reading  
 (1) Curriculum  
 (1) Materials  
 (1) When most decisions were made, we have no say (i.e., the fire at School #12 and setting up split sessions)

ALTERNATIVE HIGH SCHOOL PROGRAM

- (1) As far as instruction, "yes"; the program, "no"  
 (1) I decide what I teach and how I teach it  
 (1) We try to change but the student level is too low

Section V: DECISION-MAKING (continued)

2. Please list the areas in which you feel you ought to have a primary decision-making role:

(1) indicates frequency of response

TRADITIONAL PROGRAM

- |   |  |
|---|--|
| (3) Grading policy  | (1) Reward and punishments                                     |
| (3) Retention   | (1) Classroom materials  |
| (2) Time spent on each subject                                | (1) Parent conferences   |
| (2) Scheduling  | (1) Selecting parents to work in the classroom                 |
| (2) Selecting students that should attend Comp.Ed., ESL, etc. | (1) Which children need outside instruction                    |
| (2) Promotion of students                                     | (1) Which children should be give special testing and guidance |
| (1) Grade level curriculum                                    | (1) Autonomy from school programming                           |
| (1) Curriculum programs                                       | (1) Classification of students into clusters                   |
| (1) Curriculum development; text selection                    |  |
| (1) Evaluation of my students                                 |  |

OPEN PROGRAM

- |   |  |
|---|--|
| (5) Curriculum                                | (1) Program design                         |
| (5) Scheduling                                | (1) Program evaluation                     |
| (3) Program planning                          | (1) School finance for a particular class  |
| (2) Student placement in class                | (1) Report cards                           |
| (2) Promotion decisions                       | (1) Choice of reading program              |
| (2) Textbooks                                 | (1) Choice of math program                 |
| (1) Goals and objectives of the classroom     | (1) Choice of subject materials            |
| (1) All decisions--major or minor             | (1) Planning of elective within the school |
| (1) Referrals                                 | (1) Class selection                        |
| (1) Selection of students for funded programs |  |

INDIVIDUALIZED PROGRAM

- |                                      |   |
|--------------------------------------|---|
| (5) Scheduling                       | (1) Set up of room  |
| (4) Making decisions                 | (1) Grading   |
| (2) Selection of materials           | (1) Class lists   |
| (2) Ordering supplementary materials | (1) How much time should be spent in basic areas            |
| (2) Curriculum development           | (1) How many alternative ways of learning will be available |
| (2) Report cards                     | (1) Reading Programs  |
| (2) School planning                  | (1) How to individualize                                    |
| (1) Child's progress                 | (1) Procedures for teaching objectives                      |
| (1) Needs of students.               |   |
| (1) Plan books                       |   |

Section V: DECISION-MAKING (continued)

2. (cont'd) Please list the areas in which you feel you ought to have a primary decision-making role:

(1) indicates frequency of response

ALTERNATIVE ELEMENTARY PROGRAM

- |  |   |
|--|---|
| (1) Supply ordering  | (1) Class time  |
| (1) Workshop planning  | (1) If the guidelines are relevant and should be used |
| (1) Classroom materials  | (1) Choosing students for the program                 |
| (1) Reporting system   | (1) Curriculum  |
| (1) Consequences suffered for not abiding by school rules (students) | (1) Homework  |
| (1) Classes I teach when departmentalized                            | (1) Decisions which affect the school                 |
| (1) Promotion of students  |   |

ALTERNATIVE HIGH SCHOOL PROGRAM

- |                                   |                                     |
|-----------------------------------|-------------------------------------|
| (2) Selection of students         | (1) Class size                      |
| (2) Grouping                      | (1) Classroom methods               |
| (1) Materials used                | (1) Attendance rules/cuts/tardiness |
| (1) Before and after school trips | (1) Curriculum                      |

Section VI: SUMMARY PAGE

In this section, teachers were asked to identify the strengths and weaknesses of the Parallel Programs as well as recommendations for improvement. Teachers were offered the opportunity to express how their Parallel Program was different from what they did last year. Ideas were asked for choosing students for next year's program, for necessary or desirable changes of facilities, for the role(s) the Internal Change Agent Team should play, and preferences for the school term 1979-1980. In the final section, teachers were asked their opinions as to how effective the parallel program approach to educational change was for the Paterson School System.

Section VI: SUMMARY PAGE (continued)

The following section includes the responses of the Parallel teachers broken down into these program styles:

T = TRADITIONAL	6 Clusters	22 Teachers
O = OPEN	3 Clusters	12 Teachers
I = INDIVIDUALIZED	4 Clusters	16 Teachers
AE = ALTERNATIVE ELEMENTARY	6 Clusters	22 Teachers
AHS = ALTERNATIVE HIGH SCHOOL	2 Clusters	7 Teachers

You will notice that the teacher responses are divided into program styles and placed in order of priority according to the frequency ( ) of teacher responses.

Briefly list your perception of:

A. STRENGTHS OF THE PROGRAM

TRADITIONAL PROGRAM

- (4) Parent involvement
- (3) Offers each student an opportunity to have individual needs met
- (1) Offers each student an opportunity to feel important
- (1) Allows teachers to attend presentation of book companies
- (1) Student and teacher involvement in after-school activities
- (1) Consistent with educational goals and objectives
- (1) Interest shown by ICAT personnel
- (1) It defines traditional very well; however, #15 has always been traditional. Therefore, no change involves whole community
- (1) Allows community and parent participation
- (1) Stresses basic skills
- (1) Workshops are available to help teach basic skills
- (1) Invites parent participation
- (1) Allows for personal involvement
- (1) Aims to set up its own marking period
- (1) Individual motivation
- (1) Differences in teaching approaches
- (1) The concept is good

OPEN PROGRAM

- (4) Sound guidelines
- (3) Greater degree of flexibility
- (3) Cooperating principal



Section VI: SUMMARY PAGE (continued)

A. (cont'd) STRENGTHS OF THE PROGRAM

OPEN PROGRAM (cont'd)

- (2) Small class size
- (2) Open classroom structure
- (1) More supplies for individualized program in the room
- (1) Availability of an aide
- (1) More interaction with teachers who care
- (1) Children grow beyond what is presented
- (1) Children are treated as individuals
- (1) Teachers who care about children at child's level
- (1) Interest motivation of personnel
- (1) Motivation of students
- (1) Overall enthusiasm
- (1) Parent involvement
- (1) Unity among students
- (1) Pupils seem to enjoy school
- (1) Program emphasizes classroom environment conducive to learning
- (1) Flexibility is emphasized
- (1) Individuality and interest emphasized
- (1) It has unified teachers
- (1) An attempt to improve the quality of education
- (1) Teacher cooperation is excellent
- (1) Exchanging ideas by teachers
- (1) Great progress by students
- (1) Children are learning from each other
- (1) Students are working independently
- (1) Program curriculum

INDIVIDUALIZED PROGRAM

- (4) Meets individual needs
- (3) Principal very cooperative
- (3) Flexibility in classroom
- (2) Child progresses at own rate
- (2) Small class size
- (2) Interest in personnel
- (1) Meets students' needs
- (1) Inservice training
- (1) Very hard-working people
- (1) Eagerness to provide best program
- (1) Best program ever involved in
- (1) I can individualize my classroom
- (1) More involved with students
- (1) Child's desire to be a part of program
- (1) Regenerating curriculum
- (1) Positive attitudes
- (1) Students learn better when taught individually
- (1) Teachers are able to experiment
- (1) Many people help setting up the program (EIC and ICAT)
- (1) Many materials the teacher is able to work with

Section VI: SUMMARY PAGE (continued)

A. (cont'd) STRENGTHS OF THE PROGRAM

( ) indicates frequency of response

ALTERNATIVE ELEMENTARY PROGRAM

- (2) Grouping for reading and math
- (2) More communication to parents
- (2) Individual differences are appreciated, not tolerated
- (2) Use of parent volunteers
- (1) Overcoming learning blocks
- (1) Concern for students' needs and interests
- (1) Planning activities for children
- (1) Development of P.A.C.
- (1) Developing sequential learning
- (1) New grading system
- (1) Individualism of teachers
- (1) Teacher input
- (1) Team-teaching
- (1) Gives new freedom to teachers
- (1) Able to use different methods for instruction
- (1) EPC Workshops
- (1) Supposed teacher involvement
- (1) Supposed parent involvement
- (1) More freedom in class

ALTERNATIVE HIGH SCHOOL PROGRAM

- (1) Teachers working and planning
- (1) Discipline (whoopie!)
- (1) Initial ideas
- (1) ICAT behind us for help
- (1) Team members often do overtime work on their own (we're masochists)

A. WEAKNESSES OF THE PROGRAM

TRADITIONAL PROGRAM

- (3) Reporting Systems
- (2) Need more variation in materials especially health and language arts
- (2) Improve time element and scheduling of workshops, etc.
- (2) Too much useless paperwork
- (1) Goals not applicable to a traditional program
- (1) Hastily organized
- (1) Poor, inadequate supervision
- (1) Unrealistic goals
- (1) Ineffective workshops
- (1) Vague, unclear, confused, no change from past, no freedom of implementation
- (1) Lack of communication between teachers in the program
- (1) Allowing parents to select a grading system
- (1) Too many unrelated instructions

Section VI: SUMMARY PAGE (continued)

A. WEAKNESSES OF THE PROGRAM

( ) indicates frequency of response

TRADITIONAL PROGRAM (cont'd)

- (1) Lack of communication between parents and teachers
- (1) We often feel alone--no communication with the Superintendent and his feelings about our program
- (1) Members of the program are too far apart to communicate and share ideas
- (1) Teachers do not have control over School #15 Parallel Program--limited support from ICAT in this area
- (1) Not enough time together
- (1) Inservice programs often repeated items discussed during the summer
- (1) Too many meetings with other people at other places
- (1) Lack of time to prepare for implementation of the Program

OPEN PROGRAM

- (1) More theory than practical knowledge offered by EPC, EIC, and ICAT meetings
- (1) Improper training
- (1) Inefficient inservice programs
- (1) Workshops (some of them, EIC)
- (1) Not enough guidelines from ICAT
- (1) Not enough communications with ICAT
- (1) Not enough cluster meetings
- (1) Close support for experienced person
- (1) Resource advisors
- (1) Aides
- (1) Lack of specialists in the building
- (1) Split school not being all parallel
- (1) Organizers' support and stated assistance
- (1) Overall faculty support
- (1) It would be unfair to state weaknesses at this point. We've only just begun.
- (1) Lack of materials
- (1) Lack of facilities in the school
- (1) Lack of program
- (1) Poor clarification of program before it started
- (1) Teaching styles not meeting student learning styles
- (1) Inappropriate selection of students
- (1) Need better screening procedures
- (1) Disorganization
- (1) Not enough planning time
- (1) Parent cooperation
- (1) Library

Section VI: SUMMARY PAGE

(continued)

A. (cont'd) WEAKNESSES OF THE PROGRAM

(1) indicates frequency of response

INDIVIDUALIZED PROGRAM

- (4) No library
- (3) Lack of materials
- (2) Improper training of teachers
- (2) Not enough contact with ICAT
- (2) Resource person in class/ Aide
- (2) Lack of materials at the needed time
- (2) We do not have the support of everyone
- (1) Total support of administration
- (1) Principal has no idea of what is going on
- (1) Too many chiefs
- (1) Every Parallel Program teacher should have the chance to observe a program like theirs
- (1) Not enough cluster meetings
- (1) Workshops/Inservice
- (1) Prescribed reading program
- (1) Physical layout of the rooms
- (1) Lack of basic text
- (1) Cow-towing parents

ALTERNATIVE ELEMENTARY PROGRAM

- (3) Communication between ICAT and team
- (2) Lack of resource people and materials
- (2) No consistency between ICAT
- (1) Not enough parents involved
- (1) No records of materials ordered
- (1) Unfair distribution of materials
- (1) Confusion in what to do
- (1) Lack of teacher input
- (1) Teachers not working as a team
- (1) Lack of understanding of other team about bilingual education
- (1) Lack of interaction with other components
- (1) ICAT personnel not visible
- (1) Not much say on major decisions
- (1) No actual information or help in implementing the guidelines
- (1) No organization or cooperation between teachers and ICAT/ ICAT and Board of Education
- (1) Not having been allowed the chance to volunteer
- (1) Individual teachers should be left alone to develop
- (1) Having the same guidelines for every grade level
- (1) Children are not ready for an alternative program
- (1) Placing students in classes where they do not belong/ not matched to teachers
- (1) We are here to teach children, not to meet guidelines. Some guidelines are treated like the gospel. The children must be the priority, not the program
- (1) Constant contacts with principal
- (1) Lack of time
- (1) Conflicts in scheduling workshops
- (1) Lack of funds for field trips



Section VI: SUMMARY PAGE (continued)

A. (cont'd) WEAKNESSES OF THE PROGRAM

( ) indicates frequency of response

ALTERNATIVE HIGH SCHOOL PROGRAM

- |                                      |                                  |
|--------------------------------------|----------------------------------|
| (1) No flexibility                   | (1) Late notification of program |
| (1) Team is not problem-solving      | (1) Inadequate room placement    |
| (1) Inability to compromise          | (1) Improper goals for students  |
| (1) Teachers are not into it         | (1) Poor administration          |
| (1) Lack of coordinated philosophy   | (1) Classes too large            |
| (1) Different educational philosophy | (1) Very slow students           |
| (1) Teachers do not think positively |                                  |

B. RECOMMENDATIONS FOR IMPROVEMENT

TRADITIONAL PROGRAM

- (3) Have workshops during school hours
- (3) All teachers in program should meet once a week during school hours
- (3) Less paperwork
- (3) More ICAT involvement
- (3) An aide would be helpful to assist teachers with excess work
- (2) Teachers should not be forced to participate or transfer
- (1) More realistic goals that can be met with present curriculum and mandates
- (1) More useful materials
- (1) Parallel Programs should be a school within a school
- (1) The participating teachers should be allowed to work closer together toward major goals
- (1) Open discussions as to progress of the program
- (1) Review purpose of the program
- (1) Interchange ideas as to better the program
- (1) Allow only "positive thinking" teachers to participate
- (1) Closer contact between members of the program
- (1) Teachers must be trusted with authority over their program
- (1) Classes grouped in one corridor permitting easy communication among students and teachers

OPEN PROGRAM

- (2) Training with own cluster
- (2) More and better materials
- (1) Screen students
- (1) Faculty cooperation is essential
- (1) Visits to the Open classrooms in other communities
- (1) Money and/or transportation to improve field trips
- (1) Continuity in planning
- (1) Parental cooperation is a must for students to be accepted and kept in the program
- (1) More teacher input--Use the teacher's input



Section VI: SUMMARY PAGE (continued)

B. (cont'd) RECOMMENDATIONS FOR IMPROVEMENT

(1) indicates frequency of response

OPEN PROGRAM (cont'd)

- (1) Total reevaluation by teaching staff in city
- (1) Based on this year's experience, new goals should be established taking from the program those things found to be effective universally throughout the city
- (1) I would like to see internships or student teachers utilized to allow a lower pupil-teacher ratio
- (1) Better inservice training
- (1) More contact with ICAT
- (1) Continue K-1 Workshops and expand
- (1) Replace EIC person for this school
- (1) Resource room in each school
- (1) Advisor who can be contacted if need arises

INDIVIDUALIZED PROGRAM

- (2) To see a successful individualized setting
- (2) Workshops needed for relevancy
- (2) Materials for science, social studies, reading, and math
- (1) Have administrators attend our workshops
- (1) There should be workshops for principals and specialists
- (1) Help within the classroom
- (1) Practical application of the program
- (1) Workshops just for our own cluster
- (1) Visitation from administration and supervisors
- (1) Active support and interest from school principal
- (1) I feel all problems with administrators should have been worked out before we went into the schools
- (1) More inservice training
- (1) Materials that we could order to fit our needs and teaching styles
- (1) Give us grade level materials
- (1) Library, traveling or stationary
- (1) Tables, chairs, and file cabinets
- (1) Special budgeting for programs
- (1) Resource materials center
- (1) More guidelines for everyone should have been set up
- (1) More definite
- (1) Communication between ICAT, clusters, and parents
- (1) Better communication
- (1) Unhappy teachers should be replaced by ones that are willing to adhere to change and the total child

ALTERNATIVE ELEMENTARY PROGRAM

- (2) More contact with ICAT
- (1) Make a decision and stick to it
- (1) We should be able to observe programs in or out of the district
- (1) Effective inservice programs
- (1) Complete reading system ordered, not piecemeal

Section VI: SUMMARY PAGE (continued)

B. RECOMMENDATIONS FOR IMPROVEMENT

( ) indicates frequency of response

ALTERNATIVE ELEMENTARY PROGRAM (cont'd)

- (1) Reassessment of program and a more realistic adjustment to the needs of students
- (1) More facilities to implement program
- (1) Classroom furniture
- (1) A slow step-by-step process of implementing changes
- (1) Scrap the public relations gimmicks
- (1) If it is to be a fulltime program, then have someone in the program in the building at all times. The only time we have someone in the building is when something is wrong.
- (1) Get rid of the paperwork--filling out forms on students will not educate them
- (1) Let parents and teachers make key decisions, not someone from "downtown"

ALTERNATIVE HIGH SCHOOL PROGRAM

- (3) Group people by similar philosophy
- (2) Change location (outside of building)
- (2) Better administration backing
- (1) Have kids move from room to room
- (1) More autonomy in program
- (1) Change class size
- (1) "Real" fulltime administrator in program
- (1) Heat in the classroom
- (1) Teacher input for choice of students (review records)

C. Briefly explain how your Parallel Program is different from what you did last year.

TRADITIONAL PROGRAM

- (6) Very similar to last year
- (5) More parent contact/involvement/classroom help
- (1) Identifying specific learning problems
- (1) There is definitely more involvement at all levels. There is more unity in purpose in the total school situation.
- (1) Since I am in the traditional program, we are basically doing the same things. One thing that stands out is the togetherness we have working with the students.
- (1) It is not very different. However, I learned a great deal from workshops and have used these ideas in the classroom.
- (1) I have spent more time preparing my lessons.
- (1) The extra resource of materials, guidance, and exchange of educational experiences were most profitable.
- (1) More communication between teachers and parents
- (1) There is more paperwork
- (1) I was not teaching last year
- (1) As a teacher, I dedicate each minute of the teaching day to better education of all students. I work with the potential of each in his/her best interest.

Section VI: SUMMARY PAGE (continued)

C. (cont'd) Briefly explain how your Parallel Program is different from what you did last year.

( ) indicates frequency of response

OPEN PROGRAM

- (2) Learning centers are implemented and used more
- (2) More flexibility in room planning
- (2) More flexibility with interdisciplinary approach
- (2) Children are more motivated to learn
- (1) More group teaching
- (1) One-to-one instruction
- (1) Children do what they select and participate in a variety of experiences
- (1) Cooking, scientific experiences, and handwalking
- (1) Students work on tasks they are interested in doing
- (1) Children are not given time limits
- (1) Children are more relaxed
- (1) Children make their own discoveries
- (1) Closer to children, parents, fellow workers
- (1) We are working together for the children
- (1) I lecture less, let students explore and attempt to teach themselves
- (1) I am attempting to utilize learning centers more, allowing for more student interest
- (1) Hopefully next year I will be more efficient in the use of learning centers
- (1) Much more recordkeeping is involved
- (1) I now have a 5th grade open class
- (1) Last year I was a traditional 8th grade teacher
- (1) Everyone is stressing success rather than failure
- (1) A totally different world
- (1) Not too much difference due to lack of matters
- (1) I feel less pressured and more motivated
- (1) Allowance for mistakes and growth
- (1) Wider range of materials
- (1) Cluster meetings
- (1) No assigned chairs
- (1) First time with Parallel Program

INDIVIDUALIZED PROGRAM

- (5) More individualized instruction for students
- (1) The Parallel Program is different from what I did last year in that this year the child works independently after instruction has been given. He is given work at his own level, working at his own ability and pace.
- (1) I taught in a self-contained traditional program 8th grade level that was teacher-directed



Section VI: SUMMARY PAGE (continued)

C. (cont'd) Briefly explain how your Parallel Program is different from what you did last year.

( ) indicates frequency of response

INDIVIDUALIZED PROGRAM (cont'd)

- (1) In this program, I am able to know each pupil, their weaknesses and strengths. I am able to plan work for each child instead of the whole class.
- (1) Not much different in that I tried to place children where their needs could most be met
- (1) Last year everyone of my children was taught in a group. I did not look for anyone that was advanced and took them from that point. My class right now has learned more up to this point than my total class learned last year. They are progressing at their own pace.
- (1) Using ICRT to meet the needs of the individual child
- (1) Better use of grouping
- (1) Allows children to be more independent in their learning
- (1) More teacher-student discussion
- (1) More materials to work with
- (1) Use of learning centers
- (1) Use of task cards
- (1) Four different working centers
- (1) Folders for work
- (1) Weekly folders sent home to parents to show what the child has mastered or is working on
- (1) Progression done daily and weekly for each child
- (1) Meeting weaknesses in math and reading more readily
- (1) Individualized reading
- (1) Spelling and science were decided by interest level
- (1) I am more relaxed and have more patience with the children because of the relaxed atmosphere in the classroom
- (1) I'm very pleased to be in the program thus far. Many bugs must still be worked out in due time
- (1) Class can get noisy without criticism
- (1) Children are comfortable interacting with one another
- (1) Children's interest and curiosity are expanded
- (1) I have tried many new ideas
- (1) No support from principal

ALTERNATIVE ELEMENTARY PROGRAM

- (4) No difference
- (3) Major differences are the guidelines
- (1) I have been teaching children in two different ways so that they might accomplish the goal I set for them. I now have a science learning center which I find to be a success
- (1) I have become even more individualized incorporating the use of learning areas and the use of a more interdisciplinary approach in subject areas
- (1) More individualized/trying to present material in more varied ways/more time spent in a reading system/working in a different grade/working with parents in my room/ideas from workshops
- (1) I have been working to meet the individual needs of my students by developing homework assignments to stimulate personal interest

Section VI: SUMMARY PAGE (continued)

C. (cont'd) Briefly explain how your Parallel Program is different from what you did last year.

( ) indicates frequency of response

ALTERNATIVE ELEMENTARY PROGRAM (cont'd)

- (1) I do let the children work a little more independently and the physical setup of my room is different. I'm working on centers. We also hope to implement a supplementary grading system with the P.A.C. before the end of the year.
- (1) We had a chance to group our math classes and reading classes together so that we could provide more on-level instruction
- (1) I have enlisted parents' cooperation in enriching the children's experiences to read to them and to help them with homework and activities I send home. I am doing more whole group drilling of basic facts.
- (1) More parent contact
- (1) More paperwork
- (1) There are more surveys taken.
- (1) In this program, 7th & 8th grades change classes whereas last year, 8th grades only traveled among themselves.
- (1) I didn't have it
- (1) Availability of workshops
- (1) Teachers work in clusters rather than levels
- (1) I have more freedom to experiment this year

ALTERNATIVE HIGH SCHOOL PROGRAM

- (2) No difference
- (1) It isn't!
- (1) I was in Comp. Ed. last year. It was more structured and the goals and objectives were defined
- (1) Last year I enjoyed teaching; I was human with students, didn't fear political repercussion, saw student growth, felt free to do as I felt was educationally sound. This year I feel repressed.
- (1) I can work together with other teachers on the same group of students. This helps support teachers in solving problems and using consistent methods in seeking solutions.
- (1) Due to the educational level of students, I have taught less science than I ever taught to freshmen. I was able to do a few labs after scaping for equipment.

D. What procedures would you suggest for choosing students for next year's programs?

( ) indicates frequency of response

TRADITIONAL PROGRAM

- (5) Previous teacher should recommend the child
- (2) Conferences with parents to establish their acceptance of the program and their willingness to cooperate



Section VI: SUMMARY PAGE (continued)

D. (cont'd) What procedures would you suggest for choosing students for next year's programs?

(1) indicates frequency of response

TRADITIONAL PROGRAM (cont'd)

- (2) An evaluation from each student that would select an appropriate cluster and teaching style for that student
- (2) The children should pass on through the program
- (2) Classes of mixed abilities
- (1) Students who need "extra" help in order of progress only!
- (1) Promote as a whole class

OPEN PROGRAM

- (3) Promoting teacher interviews
- (3) Look over report cards
- (3) Parent interviews
- (2) Student interviews
- (2) Screening for behavior
- (1) Parents know their role in Parallel schools
- (1) All kindergarten children should come to me
- (1) Select students according to level and interest
- (1) Select students that need little guidance
- (1) Screen out students that have created a big problem in pre-school experiences
- (1) Teachers should have more input in this area
- (1) No comment since the suggestions previously listed were not adhered to

INDIVIDUALIZED PROGRAM

- (2) Allow those pupils presently involved to continue if parents consent
- (1) I think the child should be able to work independently after given instructions. Each child should be screened (tested) to show that they are able to work in an individualized program.
- (1) Getting the children from an individualized program
- (1) No new children
- (1) Mixed group
- (1) Pick students that are able to work within the framework of that particular cluster
- (1) Children from other schools should be involved
- (1) Children should have been exposed to a parallel facet
- (1) Screen students to find those who have a desire and are capable of working on their own
- (1) Any child who resists independent study might best remain in a traditional program
- (1) No students who conduct themselves as rebels

Section VI: SUMMARY PAGE (continued)

D. (cont'd) What procedures would you suggest for choosing students for next year's programs?

( ) indicates frequency of response

INDIVIDUALIZED PROGRAM (cont'd)

- (1) Only students who prefer a non-traditional approach to learning
- (1) Willingness to enter the program regardless of grades or previous track record
- (1) A better cross-section from below to above average
- (1) Matching children's learning styles
- (1) Obtaining parental consent and support
- (1) Parent-teacher-student conference
- (1) Parents decide on a volunteer basis
- (1) Screening by teachers and administrators
- (1) Better presentation to community

ALTERNATIVE ELEMENTARY PROGRAM

- (3) Teacher recommendation
- (2) The students should not all be problem kids or low academically
- (2) Children matched to teaching styles
- (1) Regard academic levels, social progress, and personality traits
- (1) Consider the entire child
- (1) Child matched by present teacher personality-wise to future teacher
- (1) Children for the bilingual component should be chosen primarily for their lack of English. It should not be a dumping ground for other problems such as children that cannot learn or children that other teachers can't handle or don't like
- (1) In School #4, the children who are in Alternative/Intermediate should naturally become the Alternative/Upper
- (1) I would recommend that not all "problem children" be placed in a program other than traditional. If anything, the more advanced children should be or I would recommend homogeneous grouping
- (1) Put all the slow learners together, high achievers together, and borderline cases together
- (1) Grades and behavior
- (1) Learning problems
- (1) Allow teachers to participate in grouping students
- (1) Reduce class size and teacher load in the Alternative and Open program
- (1) Parent conferences and interviews with the teaching staff and administration. Parents should be aware of the needs of their children and how they might be corrected within a given teaching style
- (1) Have a basic standard for the program set up ahead of time
- (1) Choose from the standards already set up

ALTERNATIVE HIGH SCHOOL PROGRAM

- (1) Present options to students and let them pick
- (1) Group kids by ability
- (1) Their willingness to be in the program
- (1) Take a normal cross-section of all ninth graders
- (1) Homogeneous grouping so that those who wish to learn can without other discipline problems in the room preventing them

Section VI: SUMMARY PAGE (continued)

D. (cont'd) What procedures would you suggest for choosing students for next year's programs?

( ) indicates frequency of response

ALTERNATIVE HIGH SCHOOL PROGRAM (cont'd)

- (1) Records of each student should be checked out for an overall picture
- (1) Tracking
- (1) That we choose the participating students

E. Would you like a change of facilities for next year's program?

No, I am satisfied with the present facilities

T 17  
O 3  
I 9  
AE 12  
AHS       

Yes, the following changes are necessary or desirable

T 3  
O 7  
I 5  
AE 5  
AHS 7

Yes, the following changes are necessary or desirable:

TRADITIONAL PROGRAM

- (2) The classes are not near each other; therefore, this makes it seem like we are not a program at all
- (1) Teachers should have the same lunch period
- (1) Any improvements would be helpful

OPEN PROGRAM

- |  |   |
|--|---|
| (2) Room dividers  | (1) More facilities for children  |
| (1) Use of shop/home ec.   | (1) I would like a sink and water fountain in my room                         |
| (1) Poor furniture   | (1) I am unhappy in my present situation at #4                                |
| (1) Need library   | (1) I prefer not to write about it, but will speak to anyone about a transfer |
| (1) More access to library   | (1) Resource room is needed to let teachers know of availability of materials |
| (1) Bigger classroom   |   |
| (1) Whole school should be parallel  |   |
| (1) Scheduled gym period   |   |
| (1) Cubbies, listening stations, record players, tape recorders  |   |
| (1) My present classroom is not very adequate for an open class. I need more space. My furniture is also inadequate. |   |



Section VI: SUMMARY PAGE (continued)

E. (cont'd) Yes, the following changes are necessary or desirable:

( ) indicates frequency of response

INDIVIDUALIZED PROGRAM

- |  |  |
|--|--|
| (4) Portable blackboards                                     | (1) Bookcases  |
| (4) Movable chairs and desks that do not have seats attached | (1) Personnel to relieve teacher of clerical duties  |
| (2) Library  | (1) Transfer   |
| (2) Room dividers  | (1) Resource media center for children   |
| (1) A bathroom is needed outside the portables               | (1) I would like an administrative climate involved in the program in a positive productive manner |
| (1) Materials to make shelves and carrels                    |  |
| (1) Resource centers   |  |
| (1) I would like to be in P.S.#25                            |  |

ALTERNATIVE ELEMENTARY PROGRAM

- |   |  |
|---|--|
| (1) More "extra" activities--gym, music, home ec.   | (1) More room  |
| (1) Teachers and space for these activities   | (1) More tables and hours for learning centers       |
| (1) Comp Ed resource persons for kindergarten   | (1) Larger room would be nice                        |
| (1) The building is old and little can be done to change its physical structure. However, the rooms can be made to look nicer by painting and adding personal touches. Also, the playground is very bare. We could use equipment. | (1) Larger and newer classrooms for learning centers |
|   | (1) Tables instead of desks                          |
|   | (1) More AV materials                                |
|   | (1) Smaller class size                               |

ALTERNATIVE HIGH SCHOOL PROGRAM

- (3) Flexibility/ an area of our own/ separate facility
- (1) The Parallel Program should be at School #30
- (1) It would be nice to have a place with basketball courts and swimming pools and handball courts
- (1) Either a totally different building preferred or a different section where other students cannot mix
- (1) Rooms with heat and less noise in the hallway

F. Briefly explain what roles you think the Internal Change Agent representatives should play in your program.

( ) indicates frequency of response

TRADITIONAL PROGRAM

- (2) To assist in implementing guidelines
- (2) As a liaison between teachers and ICAT and community

Section VI: SUMMARY PAGE (continued)

F. (cont'd) Briefly explain what roles you think the Internal Change Agent representatives should play in your program.

( ) indicates frequency of response

TRADITIONAL PROGRAM (cont'd)

- (1) As mediators between teachers and administration
- (1) Aides in helping to further advance program by suggesting new ideas from the program
- (1) Introducing new ideas
- (1) Leadership
- (1) Coordination of program format
- (1) Resource person for acquisition of supplies and materials
- (1) Introduce new materials to teachers
- (1) Be there to help the teacher in case problems arise that the teacher cannot solve alone
- (1) More workshops like we have been attending
- (1) Assist in classroom work on specific design for program improvement

OPEN PROGRAM

- (2) Educate the community
- (2) Bi-monthly meetings with ICAT and clusters
- (2) Crucial role for team teachers
- (2) Greater number of ICAT people
- (1) Curriculum development
- (1) Guidance
- (1) Supervision
- (1) Help with management and routine
- (1) Those that I have worked with are very good
- (1) I am satisfied with the role they are playing
- (1) Define, clarify, and help develop new methods of teaching
- (1) To attempt to implement as many teacher suggestions as possible
- (1) Assistance with classroom materials as was done this year
- (1) Coordinator
- (1) Should aid as consultants whenever necessary and have the power to alter a particular program or conflicting rule if it is not addressing the needs of the program
- (1) Supplemental ideas and strategies
- (1) Help in scheduling (trouble spots in curriculum)
- (1) Help in room arrangement and with materials
- (1) Research
- (1) Acquiring materials
- (1) Doing some of the "running" we don't have time to do

INDIVIDUALIZED PROGRAM

- |   |  |
|---|--|
| (3) Resource person                             | (1) Help set up resource library   |
| (2) Liaison between teachers and administrators | (1) Objectives on ICRT   |
| (2) Need to meet with ICAT frequently           | (1) Should be more versed on how all programs should be run                            |
| (1) Help set up areas that are weak             | (1) There has never been any support as to what has been done in my particular program |
| (1) Help plan cultural events for pupils        | (1) No one ever asks how I have individualized my program if at all                    |
| (1) Assist in class                             |  |



Section VI: SUMMARY PAGE (continued)

F. (cont'd) Briefly explain what roles you think the Internal Change Agent representatives should play in your program:

( ) indicates frequency of response

INDIVIDUALIZED PROGRAM (cont'd)

- |  |                                  |
|--|----------------------------------|
| (1) Advise (materials and problems)                                    | (1) Communications               |
| (1) Secure necessary materials   | (1) Community relations          |
| (1) Visit our schools more often to help us when problems arise        | (1) Parent involvement           |
| (1) Secure permission from Superintendent for new ideas and procedures | (1) Arrange worthwhile inservice |
| (1) Daily visitations  | (1) Suggestions given            |
|  | (1) Supportive                   |
|  | (1) Should carry out commitments |

ALTERNATIVE ELEMENTARY PROGRAM

- (3) Resource person
- (3) Visit often and assist when needed
- (1) OK as is!
- (1) Better communication between the team, ICAT, and the Superintendent
- (1) Should be consistent in information given out
- (1) Since the philosophy of the program meant involving teachers in the design and implementation of the program, we should be communicating more than we are
- (1) Instruct teachers on how to meet the guidelines
- (1) Help teachers do the work requirements for the guidelines
- (1) Should be more available for every teacher
- (1) Be available for advice, not announcements
- (1) Formulate a process for teachers to do the ordering and not order for teachers
- (1) Scrap the public relations gimmick
- (1) If this is a fulltime program, then have someone in the program in the building at all times. The only time we seem to see anyone is when something is wrong
- (1) Get rid of the paperwork
- (1) Filling out still another form on each child will not help the children
- (1) Let parents and teachers make key decisions, not someone from "downtown."

ALTERNATIVE HIGH SCHOOL PROGRAM

- (2) More input in planning objectives and goals
- (1) I am satisfied with the role they play
- (1) Too much direction in terms of orienting us in the program goals. Maybe help us develop our own goals, esp. in a group as crazy as ours
- (1) Inform us what can and cannot be done and the proper way to go about it in the beginning
- (1) Give team more time alone
- (1) Contact with superintendent
- (1) Organize proposals to be acceptable in format
- (1) Contact with other materials in area

Section VI: SUMMARY PAGE (continued)

G. Should your particular Parallel Program continue next year?

<u>1. Continue as is</u>	<u>2. Continue with minor changes</u>	<u>3. Continue with major changes</u>	<u>4. Discontinue</u>
T <u>9</u>	T <u>2</u>	T <u>1</u>	T <u>      </u>
O <u>1</u>	O <u>8</u>	O <u>2</u>	O <u>      </u>
I <u>2</u>	I <u>9</u>	I <u>      </u>	I <u>      </u>
AE <u>5</u>	AE <u>5</u>	AE <u>3</u>	AE <u>6</u>
AHS <u>      </u>	AHS <u>1</u>	AHS <u>2</u>	AHS <u>4</u>

2. Continue with minor changes

TRADITIONAL PROGRAM

- (2) Develop a better system so that the teachers can work as a team
- (1) The implementation of anything new has problems
- (1) Group classes in one corridor
- (1) Continuity was excellent
- (1) Teachers have more decision-making responsibilities to set up teaching schedules independent of regular school programming

OPEN PROGRAM

- (2) I would like to see time allotted from the school day for parent conferences each grading cycle
- (1) Additional faculty
- (1) More teacher input in scheduling
- (1) Better teaching facilities
- (1) Better and more training
- (1) I would like to see 45 minutes of the school day once a week used for meeting purposes
- (1) Better PR for community
- (1) More group and team teaching
- (1) Materials
- (1) More planning to improve what we have
- (1) Difficult faculty
- (1) The present faculty is only in the program because of being forced to do so

INDIVIDUALIZED PROGRAM

- (2) Someone should come in and assist in developing different centers
- (2) Library
- (1) No Nistar Reading Program--Ginn series preferred with supplementary materials
- (1) Yes, because I can see the impact for change of all involved
- (1) I feel that the individualized program should include fifth and sixth grade next year
- (1) Grade level materials
- (1) More individualized basis
- (1) More adequate teaching materials
- (1) Resource person
- (1) Aide

Section VI: SUMMARY PAGE (continued)

G. (cont'd) Should your particular Parallel Program continue next year?

2. Continue with minor changes

( ) indicates frequency of response

INDIVIDUALIZED PROGRAM (cont'd)

- (1) Schedule classes so that children may flow between teacher and classes to conform to their needs
- (1) Administrative support

ALTERNATIVE ELEMENTARY PROGRAM

- (1) Re-evaluation of team roles
- (1) Guidelines for our specific clusters
- (1) Consistent reading program throughout the Parallel Programs
- (1) The team's effort has had a slow start in our school
- (1) Getting the team to work on specific projects may help
- (1) I haven't seen much of a difference because of the program
- (1) Forget about strict adherence to the guidelines

ALTERNATIVE HIGH SCHOOL PROGRAM

- (2) Separate facility
- (2) More autonomy for the staff

3. Continue with major changes

TRADITIONAL PROGRAM

- (1) Be allowed to play a major role in decision-making
- (1) Continue only if these changes take place (clearly define program)
- (1) The size of the program should be less. Design a stage for implementation for grades K-3 the first year, 4-5 the second year, 6-8 the third year.
- (1) Someone has to take charge of the program

OPEN PROGRAM

- |                         |  |
|-------------------------|--|
| (1) Community relations | (1) Interdisciplinary approach               |
| (1) Training            | (1) Setting up special programs for children |
| (1) Guidance            | (1) Team teaching                            |
| (1) Cluster meetings    | (1) Setting up a non-graded system           |
| (1) Setting goals       |  |

Section VI: SUMMARY PAGE (continued)

3. (cont'd) Continue with major changes

(1) indicates frequency of response

INDIVIDUALIZED PROGRAM

- |                                    |                               |
|------------------------------------|-------------------------------|
| (2) Administrative change          | (1) The program needs someone |
| (2) Administrative climate         | interested enough to find     |
| receptive to change                | out what is happening         |
| (1) Clusters work as a closer unit | within                        |

ALTERNATIVE ELEMENTARY PROGRAM

- (1) Administrative attitude
- (1) Bi-Mono should be restructured to include first, second, and third grade bilingual.
- (1) Teachers should be bilingual
- (1) Change the procedure of the program and it might work

ALTERNATIVE HIGH SCHOOL PROGRAM

- (2) Should be moved to another building
- (1) Classroom (students) grouping should be better chosen and size should be smaller, about 20.
- (1) Discipline code should be set at the beginning. Tardies, cuts, IC, ISS should continue until students realize it was wrong. Forever after that, tardiness procedure is basically the same. If the above changes aren't carried out, the same problems of this year will continue.
- (1) The arranging and choosing of students were so bad that the rooms were like zoos and our discipline code couldn't or wouldn't deal with it

4. Discontinue

ALTERNATIVE HIGH SCHOOL PROGRAM

- (1) As is, this is most difficult
- (1) Reorganization of teachers
- (1) Put teachers in groups they are comfortable with
- (1) Get teachers who like to work
- (1) Get heterogeneous grouping
- (1) Get a school with some control in the hallways
- (1) I don't consider this "abortion" a program



Section VI: SUMMARY PAGE (continued)

H. What are your preferences for next year?

I would like to:

(a) <u>Continue on the present team</u>	(b) <u>Stay in the same program but on a different team</u>	(c) <u>Have a different program type</u>
T <u>16</u>	T <u>      </u>	T <u>      </u>
O <u>8</u>	O <u>1</u>	O <u>1</u>
I <u>11</u>	I <u>2</u>	I <u>      </u>
AE <u>8</u>	AE <u>1</u>	AE <u>1</u>
AHS <u>      </u>	AHS <u>      </u>	AHS <u>4</u>

(d)  
I prefer not to be involved in  
Parallel Programs next year

T 5  
O 1  
I         
AE 3  
AHS 4

a) Continue on the present team

( ) indicates frequency of response

TRADITIONAL PROGRAM

(1) I do not want to be transferred

b) Stay in the same program but on a different teamOPEN PROGRAM

(1) Grade level/school--Secondary/ Kennedy High School or Eastside High

INDIVIDUALIZED PROGRAM

- (1) Bring Parallel Programs to #9 (pilot class). I would like  
to be the pilot teacher at School #9
- (1) Same grade, kindergarten at #25



Section VI: SUMMARY PAGE (continued)

b) (cont'd) Stay in the same program but on a different team

( ) indicates frequency of response

ALTERNATIVE ELEMENTARY PROGRAM

(1) Grade level/school--Primary grade/individualized

c) Have a different program type

OPEN PROGRAM

(1) Grade level/school--1st grade/ P.S.#4

ALTERNATIVE ELEMENTARY PROGRAM

(1) Grade level/program--6th to 8th/traditional

ALTERNATIVE HIGH SCHOOL PROGRAM

- (1) High school Alternative for the general population designed partially by me (Dave Mintz) with emphasis on kids being happy
- (1) School #30 for entire freshmen class
- (1) Develop an alternative with Dave Mintz and perhaps others in the YMCA

d) I prefer not to be involved in Parallel Programs next year

TRADITIONAL PROGRAM

- (1) At this point, I don't know if the program should or should not be continued

ALTERNATIVE ELEMENTARY PROGRAM

- (1) Unless major changes are made, it appears to me that there is no program. Nothing has changed. I would however choose to stay with the present team if my school remains Parallel.

ALTERNATIVE HIGH SCHOOL PROGRAM

- (1) If I can do nothing to change things in Paterson, I will soon leave Paterson.
- (1) This program was poorly run and grouped (faculty/students) I don't feel that this arrangement benefited the students and certainly hasn't helped me any.
- (1) I came in this program wholeheartedly to help the students, but I was disappointed at what I faced as the year continued. As a science teacher, facilities and room setup was poorly done and therefore subject matter could not be done to its fullest degree, not to mention just overall aggravation on a daily basis with the students. The students don't appreciate the teacher's efforts. I don't like being upset at the end of the day

Appendix A. Section VI: Summary Page

H. What are your preferences for next year?

The results of Section VI (H) were compiled and converted to graph form with percentages. % is based upon the number of teacher responses in each teaching style. Teachers were asked to choose one of the following for answers:

I would like to:

- a. continue on the present team
- b. stay in the same program but on a different team
- c. have a different program type
- d. I prefer not to be involved in Parallel Programs next year

Results indicate that the majority of teachers in the Traditional, Open, Individualized, and Alternative Elementary Programs prefer to continue on the present team. The majority of Alternative High School teachers prefer to have a different program type.

Section VI: Summary Page

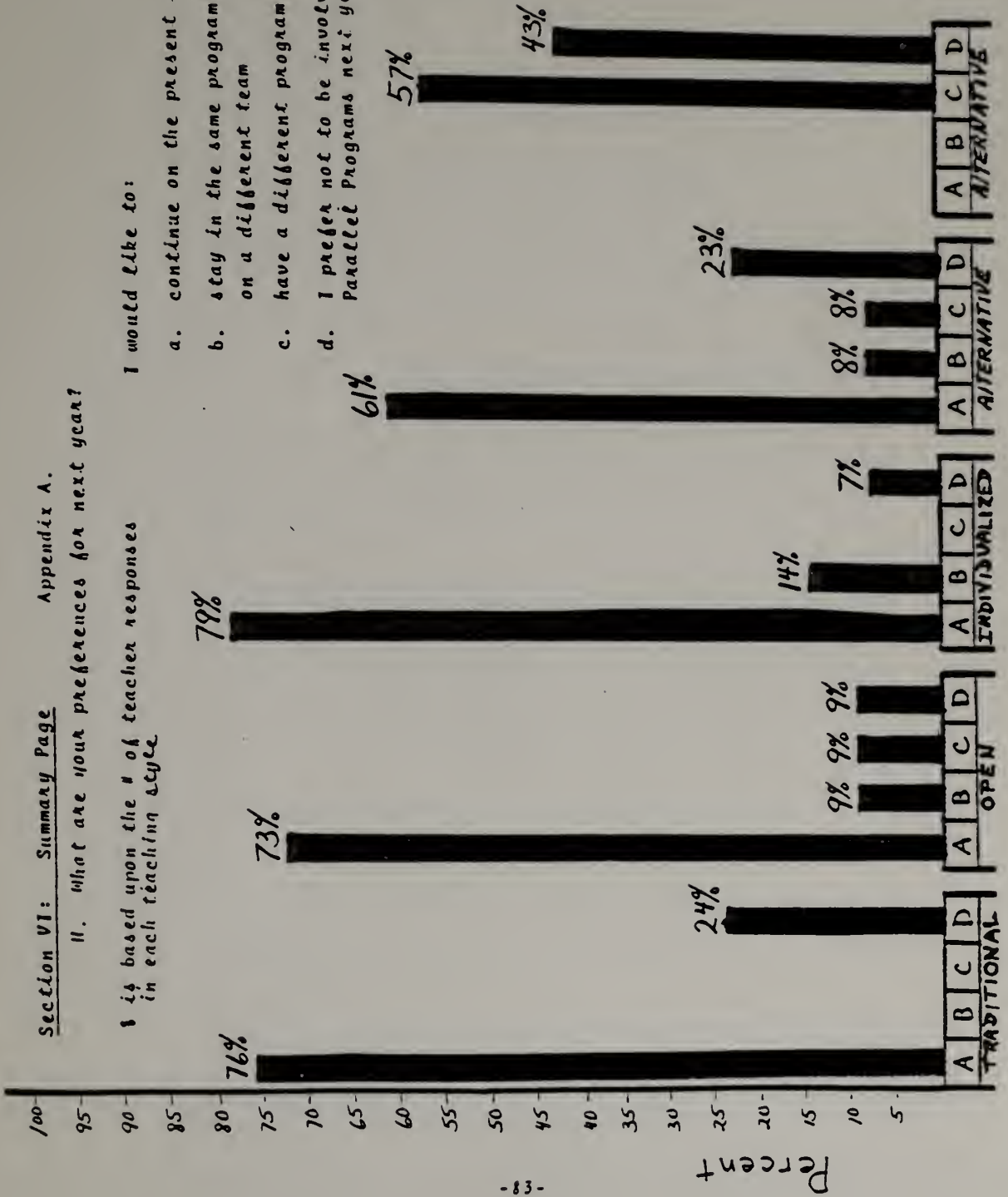
Appendix A.

II. What are your preferences for next year?

is based upon the # of teacher responses in each teaching style

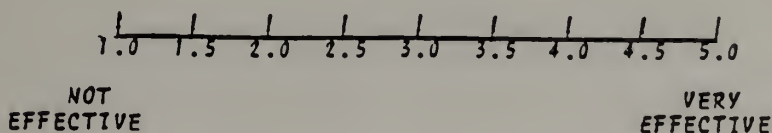
I would like to:

- continue on the present team
- stay in the same program but on a different team
- have a different program type
- I prefer not to be involved in Parallel Programs next year.



Section VI: SUMMARY PAGE (continued)

- I. To what extent do you consider the Parallel Program approach to educational change to be an effective reform strategy for the Paterson city schools?



( ) indicates the rating given by a teacher using the scale above

TRADITIONAL PROGRAM

- (5.0) I feel that with the proper guidance and cooperation by all involved, this program can raise all of the children's scores in reading and math to the level of their ability. Also, teachers involved will enjoy doing their jobs much much better.
- (4.5) Good teamwork and a lot accomplished within the cluster
- (4.5) Parent involvement increased. Primary teachers are sharing ideas and I feel we have made some progress as far as the children's work is concerned.
- (4.0) Parent involvement increased
- (4.0) I feel the program rated a "4". Of course with every new program there are snags but it continues. Things may work out. Each program has been designed to meet individual needs of each child's variation of learning styles. I feel our ICAT program has done just that. All objectives have been met with success, thus improving our educational system.
- (4.0) Any attempt (positive) geared toward improving the "quality" of education for our children deserves to be implemented on a continued basis until such time that the said program is no longer "effective" and appropriate. The Parallel Program should continue to exist at P.S.#4.
- (3.0) I believe the concepts behind the program are worthwhile and could be effective with additional experience and guidance.
- (3.0) I have applied the objectives and developed programs to enhance learning. Daily, I assume a positive attitude toward children's development. Learning is a must.



Section VI: SUMMARY PAGE (continued)

1. (cont'd) To what extent do you consider the Parallel Program approach to educational change to be an effective reform strategy for the Paterson city schools?

( ) indicates the rating given by each teacher

TRADITIONAL PROGRAM (cont'd)

- (3.0) Too much time is wasted on paperwork which takes away good teacher preparation time from the children. Some of the goals I feel unrealistic because of the environment surrounding our school.
- (2.5) Not an effective reform strategy
- (2.0) There are too many programs in the Paterson schools that have not proved themselves.
- (2.0) The parallel program concept was not teacher-structured.
- (2.0) Guidelines tend to be more individualized. Then we would deviate from our traditional program.
- (2.0) Change is very good. New strategies are helpful; However, the traditional program has no real effective change in it. This may be better for open classrooms and alternative classrooms but not for traditional.
- (2.0) My evaluation is based on experiences in School #15. I am teaching basically in the same manner as any regular 7th grade teacher in School #15. I do not have the freedom to manipulate my schedule as the original Parallel proposal led us to believe. Teachers have not been given the role in decision-making that was one of the important foundations of this program.

Additional Comments:

The best and most effective thing to reform the Paterson city schools would be to teach basics and demand those of learning potential. -LEARN- "teaching" must be of utmost importance

I think since the ICAT program has been implemented, there has been a major change in School #4. Teachers communicate and are actively involved together. Students have found "after school" is no longer a place for punishment but for involved and supervised activities, a pleasant place for social relaxed activities. Many after school activities have been formed including chorus and sport activities. I feel the Parallel Program has been a plus for School #4.



Section VI: SUMMARY PAGE (continued)

- I. (cont'd) To what extent do you consider the Parallel Program approach to educational change to be an effective reform strategy for the Paterson city schools?

( ) indicates the rating given by each teacher

TRADITIONAL PROGRAM (cont'd)

Additional Comments: (cont'd)

Many and good things come from the program which will solidify the purpose and continue its growth in the schools.

The program will justify itself and become a meaningful tool with which to work

The success of it depends on the errors and the correction process. Things do not just happen; you must make them successful.

Why don't we sit in a group and talk instead of writing.

I really don't feel that many of the guidelines are applicable to a traditional program as I view it.

OPEN PROGRAM

- (5.0) The educational idea is sound. It is a definite beginning. Teachers for the first time are matched according to teaching styles with learning styles. Flexibility is essential in this strategy for reform. Teachers are permitted to develop an interdisciplinary approach which is vital.
- (5.0) There seems now to be more acceptance(room) for change and growth. It is important that teacher and children learn to communicate and have positive feelings towards what they are doing and what they are involved in. To choose what type of program we would like to work in, to match children with teaching styles to promote communications on a personal level with how to educate our children, to open the possibilities for discussion in education, to build teacher clusters which build support--all of these add to humanizing education including students, parents, and teachers. This means finding the needs of everyone (students, parents, teachers, etc.) so our children can grow in many areas. The Parallel Programs are helping to find those needs and thus to humanize and make education meaningful.
- (5.0) The children are learning. They are experiencing success and have a whole new attitude. I think the program was forced on kindergarten children since I am the only teacher at this level; but it is accepted and I am getting much cooperation from parents.

Section VI: SUMMARY PAGE (continued)

1. (cont'd) To what extent do you consider the Parallel Program approach to educational change to be an effective reform strategy for the Paterson city schools?

( ) indicates the rating given by each teacher

OPEN PROGRAM (cont'd)

- (5.0) If more teachers who "cared" and are open to change could come into the program and, with the help of ICAT, we would have a great program. The greatest threat of teachers is the abundance of false positive rhetoric on the part of teachers who say one thing and do another. Another problem is the lack of administrative support. ICAT needs more money for materials and a better system to reward good Parallel teachers
- (5.0) I think the Parallel Program is definitely a positive educational change in the direction of innovation considering the needs of the children and making the school a place that they want to come to (look forward to come to) rather than being a dull and uninteresting place.
- (4.5) Paterson's quality of education has reduced to such a terrible low that any attempt would be effective
- (4.0) I see the improvement in learning through individual and small groups. Children are learning at their own level as well as learning from each other. The end justifies the means.
- (4.0) We rushed into the program. However, under the circumstances, I feel the program has worked very well.
- (3.0) I feel that I have not made too much progress myself as a Parallel teacher to implement the program in my class. If however we are given proper guidance and valuable workshops and materials, this will probably be an effective strategy for the Paterson city schools.
- (2.0) More teacher input, effort, and teamwork have been demonstrated. Better staff communication is also noteworthy. However, the philosophy I feel from the original meeting in the summer and most definitely the application have been altered.

Additional Comments:

I feel the Parallel Program is effective for students who can work individually and mature enough to accept responsibility.

The enrollment is low this year, and I hear that there will be just as few or less registered for next year. I'd like to see a pre-school program initiated for afternoon sessions if possible as an added asset for the Parallel Programs.

There has been quite a problem with personality conflicts. I don't really have any idea on how to overcome the problem.

Section VI: SUMMARY PAGE

(continued)

1. (cont'd) To what extent do you consider the Parallel Program approach to educational change to be an effective reform strategy for the Paterson city schools?

( ) indicates the rating given by each teacher

OPEN PROGRAM (cont'd)Additional Comments: (cont'd)

Perhaps if the ICAT team didn't seem to have a "you must-do-what-I-say" attitude, the problem would be nonexistent.

INDIVIDUALIZED PROGRAM

- (5.0) ICAT has not really offered any support. We have received materials but no verbal support. Being a new teacher and involved in a new program, I would think that observations would be necessary. These programs will and can work if everyone involved really tries and makes the program successful.
- (5.0) Very effective. I feel that if the program is continued, it should successfully give Paterson's students the positive concepts that they need to go out into the world and achieve. I believe that the reading and math scores would improve.
- (5.0) I feel that the Parallel Program approach will be an effective change in Paterson. The opportunity to make decisions has caused me to become more involved with all aspects of teaching. I believe this involvement in education by the teacher must filter down to the student and community. I believe the ten guidelines by Mr. Napier is a beginning to an organized educational system--community involvement, reading components, aesthetic activities, etc. "Good Start"
- (5.0) Paterson city schools need change in order to enhance and develop a more structural learning situation for our children. The Parallel Program, I feel, is aimed at meeting the needs of the students to bring their skills up to grade level to create an interesting and happy situation for children to have a desire to come to school and do well. Teachers have been given a voice in changing the teaching styles in Paterson. The more teachers are allowed input into their own program, the more they will want to give and attain for their students. Time and hard work are keys, but if we're interested, we'll want to see it work.
- (5.0) A change has been necessary and greatly needed.



Section VI: SUMMARY PAGE (continued)

- I. (cont'd) To what extent do you consider the Parallel Program approach to educational change to be an effective reform strategy for the Paterson city schools?

( ) indicates the rating given by each teacher

INDIVIDUALIZED PROGRAM (cont'd)

- (5.0) All good things take time. I feel that great foresight was used in making up the program. I feel that this is the type of program that teachers need and the children in Paterson must have. I enjoyed working in the Parallel Program, and I'm very sorry I had to leave. Thank you for all the help and time you have given me.
- (4.5) I believe the Parallel Program (Individualized) is progressing well. It gives the child assurance and self-confidence. The child is given work according to his ability and not his grade level.
- (4.5) The mere fact that we are trying our "damnedest" for our kids--our efforts are recognized and at least children, parents, professionals, and others are aware that education in "town" isn't dead.
- (4.0) The Parallel Program could be an effective reform strategy if there was more administrative support.
- (3.0) Nothing can be effective if attitudes do not change from the old to new. If there is only surface change, then the purpose is still defeated. If teachers are drafted into the program in order to remain in a certain school, the purpose is still defeated. If the above could be met, then perhaps a change can begin.
- (3.0) This program requires more thorough and relevant training in advance of actual implementation of the program. We need assistance as the program progresses. People within the building need to work together.
- (2.0) Closer match should have been made of administrative styles, teaching styles, and learning styles.

Additional Comments:

I feel there will be a considerable change in the student both in his feeling of himself and in his academic achievement. The opportunity for parents to be highly involved if they wish is included in the program. There is an overall congenial feeling of communication between community and school.

Questions in the assessment were repetitious.

Section VI: SUMMARY PAGE (continued)

1. (cont'd) To what extent do you consider the Parallel Program approach to educational change to be an effective reform strategy for the Paterson city schools?

( ) indicates the rating given by each teacher

INDIVIDUALIZED PROGRAM (cont'd)

Additional Comments: (cont)

All of my kindergarten children cannot go on to the individualized first grade. There is a different reading program in the building than used in the portables. I have 36 children and only 24 can go to the first grade. Who determines what children stay out in the portables and what children go into the building?

The words "often" and "routinely" are only slightly different.

ALTERNATIVE ELEMENTARY PROGRAM

- (4.0) Children's instruction, if done in the proper way, will be improved. The program has much concern for children's needs and interests. The program is derived from goals which are set up by professionals, teachers, and parents.
- (4.0) I feel this program could work with some changes. The lines of communication need to be more open. Guidelines need to be more specific and roles better defined. Teacher input should be greater.
- (4.0) The concept of parallel program is very good; however, it is not realistic because of various factors. Administrators are not supportive of program or teachers in the program.
- (4.0) I feel that the Parallel Program could be more effective if it had been presented at a time when there were less new programs instituted in the Paterson School System. The student body does not have a chance to adjust to one program before a new one has begun.
- (3.5) Something has to be done to help "our" children. I was a "charter member," so to speak, of ICAT and was very excited about it. However, happenings and situations have made all members frustrated and unable to complete their desired objectives.
- (3.0) The concept of parallel program is very good; however, it is not realistic because of various factors. Administrators are not supportive of program or teachers in the program. Other staff members resent the program. Everyone in the program is not truly committed to change and improvement in the system. I think its goals were too idealistic. Although very good, I don't think that putting the program where administrators were against it was a good approach.



Section VI: SUMMARY PAGE (continued)

- I. (cont'd) To what extent do you consider the Parallel Program approach to educational change to be an effective reform strategy for the Paterson city schools?

( ) indicates the rating given by each teacher

ALTERNATIVE ELEMENTARY PROGRAM (cont'd)

- (3.0) I think that if the Parallel Program's attitudes, understanding, and abilities are acquired by children now in school, and that the majority of discerning teachers who volunteered to teach in the program remain enthusiastic and alert, who sincerely care about children, who can see the causes of behavior and identify learning problems, who accept individual differences, who accept the rest of the guidelines and try to implement them, then the effect of the Paterson city schools should be a profound one tomorrow.
- (3.0) The Parallel Program has been somewhat effective as far as meeting the children's individual needs, classroom management, and recordkeeping.
- (3.0) It takes a very long time for any change to show in an entire system. The program lacks much commitment because of disorganization and constant change in structure. It must have much support, structure, and unification to work.
- (2.0) The program is wonderful if we are able to use it. I feel that it is a program in name only at this school.
- (2.0) At this time, I cannot see any great changes in my school. What little changes have occurred have only been within the past month or so. The ideas of the Parallel Program are good; however, to set these ideas in motion is another story. There has been too much confusion about what was to go on in an alternative primary program.
- (2.0) I don't feel that the program has made that much of a difference. The ideas of the program are good-- realistically they are hard to implement. There are too many everyday occurrences that interfere with carrying out plans of the program. We still do not have the parent participation that we must have to make the program work. I do feel, though, that the children feel they're special because they are participants in something different. However, they don't know what it is. Finally, the classes are too large for this type of program.
- (2.0) The low rating I have given above is based upon what is and not on what it should be. Unfortunately, it seems to me the Parallel Program has become a public relations effort by the city. It makes good press for the city school system. I find it hard to believe that this is a serious program when I look at next year's budget. It is my fear that ICAT will wind up short of money. I also find it hard to believe that parent

Section VI: SUMMARY PAGE (continued)

- I. (cont'd) To what extent do you consider the Parallel Program approach to educational change to be an effective reform strategy for the Paterson city schools?

( ) indicates the rating given by each teacher

ALTERNATIVE ELEMENTARY PROGRAM (cont'd)

involvement is really wanted. When the biggest decision of the year was to be made, not a single parent was asked. Even after the decision was made, the eloquent pleas of the parents were cast aside. Community involvement looks good in the papers but it certainly is not wanted by the powers that be.

- (1.0) I have taught in this school before. I notice that this year I feel an element of isolation from the rest of the school because I am on the Parallel staff. Everyone was very close before. We liked what we did. Now grade levels are split, but I found it more beneficial for all second graders or whatever to be together. Also, the Mono-Bi idea didn't work. We don't do anything together.

ALTERNATIVE HIGH SCHOOL PROGRAM

- (5.0) It can work! We just couldn't set all aspects of this program to mesh here.
- (3.5) The effectiveness of the Parallel Program this year largely depended upon the organizational tactics employed by persons in the upper echelon positions. Those tactics were bungled a) because teachers who didn't want to do anything were put in the program, b) because teachers in the Parallel Program had no ability or desire to work as a "group" consensus, sharing responsibility, etc., and c) because individual teacher's philosophies were not considered in choosing teachers for the program.
- (3.0) It could be much more effective if class setup was much better--size of class smaller--better teacher grouping--grouping according to academic philosophies, disciplines to prevent discipline problems
- (2.0) The Parallel Program could be effective if some of the decision-making were left to the staff. Some good ideas have been developed, but they were not implemented because of administrators A field trip to another alternative school was planned but no one gave us permission to go.
- (1.5) My classes are being taught the same as my past English I<sup>3</sup>'s This program could have or can be better providing the people involved actually do something instead of trying to make it look good on paper!

Section VI: SUMMARY PAGE (continued)

- I. (cont'd) To what extent do you consider the Parallel Program approach to educational change to be an effective reform strategy for the Paterson city schools?

( ) indicates the rating given by each teacher

ALTERNATIVE HIGH SCHOOL PROGRAM

- (1.0) If a group of teachers could be grouped together who wanted to work together and had similar goals and philosophies, many different programs could flourish. As is, there seems to be a lack of continuity that makes it almost impossible to accomplish any positive growth.

Additional Comments:

This program might be effective but you must choose people with positive outlooks who wish to make the program work.

I believe all Kline and Bradshaw are concerned with is having this program look good on paper for their own self-aggrandizement.

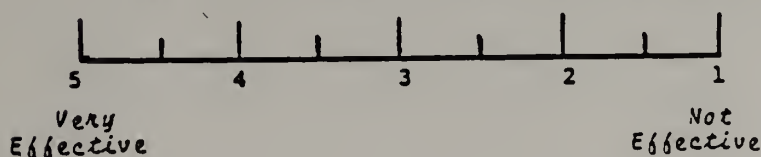
Appendix B. Section VI: Summary Page

I. Parallel program approach as a reform strategy

The final section of the Parallel Program Assessment Guide queried participants as to what extent they considered the Parallel Program approach to be an effective reform strategy for the Paterson city schools. The instructions below appear as stated in the Assessment Guide.

- I. To what extent do you consider the Parallel Program approach to educational change to be an effective reform strategy for the Paterson city schools?

(Please place a check along the scale listed below.)



The results were compiled and converted to graph form with percentages. All "5" and "4" responses were considered to indicate the approach to be very effective. All "2" and "1" responses were considered to indicate the approach to be not effective. The graphs can be found on the following page.



# APPENDIX B: EFFECTIVENESS OF THE PARALLEL PROGRAM APPROACH

How effective do the Parallel teachers consider the Parallel Program approach as a reform strategy for the Paterson schools? The percentages are divided into the five programs: T=traditional, O=open, I-individualized, AE=alternative elementary, and AHS=alternative high school.

